

and grammar schools. Schools have taken on more responsibilities and a host of different curriculum projects, proposals and suggestions have appeared.

"It is hardly surprising, therefore, that, in matters of the curriculum especially, variety is the order of the day. Such variety can reflect a healthy environment and vigorous and purposeful development in response to local need and oppor-

Easter conference previews by Stephen Cohen and Bert Lodge

Blackpool: an uncanny hush in the NUT ranks

A year ago the National Union of Teachers' executive committee set out well and truly to clutter the left-wing fringe in its quarter of a million membership. This year the battle has been won.

The left has been routed. There has been no repeat of the William Tyndale scandal, no sign of a Little NUT saga (the school where 30 NUT members were disciplined after staging unofficial pickets for an hour) and there is now an uncanny quiet in the ranks.

Last year's election calls from Rank and File, the splinter group (they prefer to call themselves a minor group) of Socialist Worker Party members and sympathisers, demanding action to solve teacher unemployment have become muted.

No longer is the Rank and File magazine peppered with fighting talk of nation-wide union. The credo is still there, but it has been consigned to the back page under a heading: "What we stand for".

The splinter group has itself been split. A new body called the Socialist Teachers' Alliance has been formed and is made up of Labour Party members, socialists and other non-aligned left wingers.

The defeat of the left is acknowledged by Dick North, Rank and File member of the NUT executive. David Pickett, editor of the STA magazine, says Rank and File is now very much more thinly spread as a direct result of the STA being set up. He puts its membership at about 300. Rank and File does not produce a figure but its membership is roughly the same.

There are signs, however, that the two groupings could come back together. They are holding two joint meetings at Blackpool and next year it is hoped that agreement can be reached on fielding candidates for NUT executive elections.

The left's decline this year can be traced back to the annual conference at Eastbourne last April. Delegates approved a change to model rules for local associations which required secret ballots for elections of local officers and committees. Many local branches of the union conducted their affairs in this way already, but in some areas delegates and officers were chosen at mass meetings and the favoured left.

Going back even further, to 1975, are the disciplinary measures which added teeth to the union's controversial rule 8 which bans unofficial action. Delegates this year will be asked to rescind this rule which threatens members with a range of sanctions from a warning to expulsion if they take unofficial industrial action.

The threat of a blow to left-wing activity has been the increasing willingness of the union's action committee to approve official action in the campaign against cuts in education spending and the effects these cuts would have on staffing ratios.

But the current dispute over pay and the withdrawal of NUT members in their thousands from school and playground supervision has revealed to the left a militant tactic which they can adopt without fear of retribution from the union's disciplinary machine.

NUT general secretary, Fred Jarvis, concludes that the union could use discipline if members who refused to do their duty. This is a purely voluntary activity, he says. It is up to teachers to decide if they want to sit with children at lunch time.

So it is a militant staff room in inner London, Rank and File's strongest area—decides to use this tactic in support of whatever aim it wants. The NUT can do nothing to prevent it. Official approval is not needed. Retribution is impossible and the road seems open to action of this kind spreading in the future.

The union was aware of this possibility last year when the executive debated whether to bring voluntary activities within the ambit of rule 8. It was decided that nothing should be done.

The power of the tactic, though, depends on the degree of disruption

it will cause. It is unlikely that the withdrawal of teachers from school meals duties in inner London would do much to put pressure on the Inner London Education Authority. The tales of rampaging pupils running riot in unsupervised schools last week came mainly from the Midlands and North of England—precisely the areas where the left has its most scattered support.

One or two Rank and File or Socialist Teachers' Association members who down their knives and forks in a Sheffield dining hall are not going to have much impact.

But the withdrawal from voluntary activities has given the bulk of the membership a taste of industrial might. They know the difficulties it causes, when done on a mass scale, they can see the effect it has on local authority officials who have to procure temporary helpers at short notice and some expense, and they feel safe in taking this form of action because it is perfectly permissible under the terms of their contracts of employment.

Fred Jarvis sees the dinner duty ban as more powerful than striking. "It opens for the future a weapon which is more effective than a strike which is expensive anyway. There is nothing to stop teachers undertaking withdrawal of good will."

The conference will not debate the sanctions used during the current pay dispute unless the executive decides that it wants to step them up. The review of action undertaken by the post-war concentrates on the cuts in education spending and the various forms of protest that took place in 27 weeks during the year.

The union claims to have saved 4,000 jobs by forcing local authorities to withdraw or reduce proposed cuts in spending and the executive report on action recommends that in the coming year there should be no let-up in the vigilance of local associations.

New maxima for class sizes are proposed. These lay down that infant reception classes should have no more than 27 children, primary schools should have at most 32 in a class and secondary schools should be restricted to 30.

The union's eventual aim is a maximum class size of 30 in all



schools and 25 in reception classes.

The executive hopes that its proposals will be approved by the conference. On the other hand, the first motion on the agenda—the one voted into top position—calls for a maximum of 25 in primary and secondary schools, 20 in nurseries and 15 in workshops and laboratories.

There is no doubting the strength of feeling of NUT members on the class-size issue. They more than their leaders have to face the children every day. All but 14 of the 42-strong executive are head teachers and only one, Dick North, spoke out last year for lowering the target to 30 in primary schools. This was only narrowly defeated.

But although the class size motion was the first to be voted, it did not get the highest number of votes in the pre-conference ballot to determine the order of debate. An anomaly in the NUT's procedure gives priority first in a topic and then to the motion under each heading with the highest priority votes.

So in fifth place on the agenda is a motion on the control of the curriculum which gained the highest individual vote of 5,419. This second highest individual priority went in a motion on fulling rolls which is third on the order paper.

Class size attracted 27,858 votes. But because the subject heading was voted as the most important, the motion, from Speer Valley, goes to the top of the list.

The most psychology of annual conferences seems to demand that the membership should unite at some stage during the proceedings to assert its strength and power. Last year delegates threw out a proposed 8 per cent increase in subscriptions while voting for more money to be spent on financing the union's weekly newspaper *The Teacher*.

This year the finance committee has come back with a "we told you so" proposal for a 20 per cent increase in subscriptions. The extra revenue is plainly needed for an expansion in the union's work.

The executive is fairly confident that the subscriptions rise will go through, but if the conference decides to assert itself on any issue it seems likely that this is going to be the one.

It is no secret that the main area of expansion in union work in recent years has come about as a result of legislation. The Trade Union and Labour Relations Act, the Employment Protection Act and the Health and Safety at Work Act have provided many benefits to employees but have increased tremendously the casework, the preparation of materials and the involvement of the union in tribunals and appeals.

Taking a case of unfair dismissal to an industrial tribunal can keep a regional official out of his office for a week at a time. The union's action against spending cuts has also cost money.

It is with some irony that Fred Jarvis concedes that the NUT has had to fight local authorities in defence of a policy advocated by Shirley Williams. Central Government says more teachers can be employed and makes provision in the core support grant, but local government has to be persuaded by teachers into taking up the offer.

"We are doing Shirley Williams a service because we are fighting an expenditure," Mr Jarvis says. "In the absence of a specific grant for education we are fighting the Government's limits, whether it is on service training or falling salaries whatever."

"It is regrettable that we have to do it but it is vital to our interest. Thank God we've got some success."

Teachers have had three bad years, Mr Jarvis says. More is known, they are under attack, there is unemployment and cuts in social services. Now he thinks there is a glimmer of hope for the future. He talks with chief education officers he detects that things are not so bleak. Extra teachers can be found, more can be released to go to service. Curriculum can be improved slightly. Reputations can be started again in some schools.

"I hope to look forward to a better year," he says, and it is possible.

Stephen Cohen

Harrogate: numbers add up to grudge

As the 1,200 delegates to the annual conference of the National Association of Schoolmasters and Union of Women Teachers stroll through Harrogate's Valley Gardens next Wednesday morning, heading towards the first motion on the order paper, their thinking is unlikely to be entirely about salaries and the way they drift.

True, the priority motion from the executive will relate to Houghton profiles and Burnham salaries, and delegates are expected to reaffirm that refusal to do voluntary duties within the expenses for them are being taxed. But there is another aspect of Burnham which has increasingly preoccupied the NAS-UTW during the past year.

Last term the union presented to the press its 100,000th member (a woman, incidentally, and though that may have been more political than fortuitous it did give some credence to the union's claim that it was then recruiting more women than men).

Membership now stands at 102,000. Mr Terry Casey, general secretary, is predicting it will rise to 107,000 by the end of next year and is optimistic it will reach 120,000 by the end of the year. This is still a long way behind the 245,000 members of the National Union of Teachers, but not so far behind as it once was. The NUT representatives of the Burnham primary and secondary committees, compared with only three from the NAS-UTW.

A negotiating body, one side of which has a permanent, bulging majority for one of its components is an advantage. Mr Bernard Perrow, retiring president, said at last year's conference.

This year the emphasis will not be on the repeated failure of Burnham to settle teachers' salaries but on the simple principle of fair representation.

"I reckon a ratio of 1:2 is still favourable to the NUT," Mr Casey said this week in a manner designed principally to settle his NUT opponents. Mr Fred Jarvis, sharing the stage with a much of calculated impudence: "Of course, we can only get over 150,000 by bringing the NUT below 150,000."

In three months the NAS-UTW will lose up to 6,000 members through retirements and they will not be replaced automatically by new teacher members—Mr Casey admits that neither the NAS nor the UWT has ever recruited strongly in the colleges. But he can point out that last year his union had made up this annual loss by Christmas.

A few months ago the union emphasized the validity of its membership figures by opening the books for inspection by the Government's Advisory, Conciliation and Arbitration Service.

It has already had the satisfaction of seeing the NUT representation on the Schools Council reduced from 17 to 11 while the NAS-UTW has retained its four seats. But it is keenest to carry the struggle to the Burnham Committee now, and the time is particularly ripe given the changes in character and composition of the other teacher associations known collectively as the Joint Four (and currently holding seats on Burnham). The Headmasters' and Headmistresses' Associations have already amalgamated as the Secondary Heads Association. The assistant masters and the assistant mistresses will follow suit later this year.

Mrs Williams knows she has got to look again at the constitution of the Burnham committee. This is an issue which will stir our members next week. They will be satisfied with nothing less than proper representation," said Mr Casey. Compared with the NUT with its

two left wing groups, the NAS-UTW is fairly homogeneous and other conference motions reflect this. Before lunch on the first day delegates will have called for full support from the Education Secretary and local authorities for corporatist management.

The first motion on the following day seeks to put local authority advisers in their place by insisting they be also part-time teachers. There is a guarded welcome for the Taylor recommendations on the management of schools.

Tory party thinking is echoed in a call for examinations to be set by pupils have grasped the basic three Rs and another resolution, calling for pupils to be allowed to leave school at 15.

The usual dissatisfaction with the association's cumbersome size is expressed in a couple of motions but Mr Casey does not see that these are generational much passion this year. "With Burnham representation in the new Burnham Committee given Houghton promised for a bit later, our members will be looking at substance—not just the form."

Bert Lodge

Entertainment

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Quiet persuader takes a seat at the front

Just about the only good news last week for most of those people shut away to swap percentage points on teachers' pay was the appointment of John Tomlinson to the Schools Council.

When Mrs Shirley Williams announced in the Commons last Thursday that Clotilde's director of education will take over the part-time, unpaid post of chairman from Sir Alex Smith on April 20, there was remarkable unanimity among those who have worked with him and the Schools Council; she had made an inspired choice, the best possible candidate in terms of administrative ability, breadth of mind, imagination and personal skills to lead the council through the next stage of its rock-strewn course.

Since senior DES officials and ministers are also remarkably pleased and confident that they have got the right man, this might in itself be taken as an indication that the government—after all those body-blows about mediocrity in the 1976 Yellow Book—now see a productive future for the Schools Council.

"I wouldn't have taken the job if I hadn't been convinced of this," says Tomlinson. Though he takes over a hot seat, it will not be quite so uncomfortable as it was for Sir Alex Smith, who brought the council through the worst of its crisis of credibility and restored the morale of its staff after it had suffered a series of humiliations.

Mr Alex stood up and stood alone. He showed bellish guts and humanity," says Tomlinson. "One of the reasons I took the job is to carry on where he left off."

Though the health of internal dissension is bound to flare, the new chairman arrives as the Schools Council reforms its structure with a new constitution due to be approved by the governing council on April 14. One of Tomlinson's first jobs will be to help appoint a chief executive to replace the three joint secretaries, someone who will be able to share some of the coordinating load of the chairman.

However strong the team, though, there are still reservations in whether the new constitution will change anything fundamental about teacher dominance and Tomlinson is aware that a number of tricky cards are about to be played from the pack to limit in his new desk.

First this summer will come the report of the Waddell steering committee on the feasibility and viability of a 16-plus exam. Later in the year the results of the government's curriculum review will follow, and also ILM's primary and secondary surveys. If the Schools Council is to have any worthwhile role at all, it must be seen to play a crucial part in advice and implementation on these major issues. Government decisions on them cannot be expected to over-ride the teacher unions.

Then there is the CEE study group (on which the Schools Council has planned so much) still to be appointed, decisions on N and P to come, not to mention such other hyovys as religious education and the mathematics review. The Assessment of Performance Unit may provide its own hidden curriculum and there will be more public and political calls for accountability as an election gets closer.

Tomlinson fears that the 16-plus proposals will badly generate more heat than light, since they are likely to recommend a reduction in the number of examination boards, with all that that will imply in terms of warring factions and vested interests. "There will have to be mergers into area groupings, like local government reorganization."

Though he hopes that reconciliation of opposing forces will be possible within the Council's new constitution, particularly with the forum for discussion in a convocation which will represent more outside interests than teachers, he believes that a prerequisite of success must be a clear lead from the DES.

If they don't give a clear remit we shall be in a mess. Criticism about organization and size will be very definite. You can't have undignified local wrangles among the boards. I shall measure any recommendation as on experienced and successful administrator would. Can it be made to work?"

His own views on the 16-plus start from the basic belief that exams should be derived from the curriculum, and should not determine it. "You're mixing oil and water with a common exam system," philosophies of intellectual rigour and common humanity that are not compatible. But they can be emulsified if you can mix the curriculum, and go back to first principles, and principles, right, you should be able to get agreement on how to organize it."

Is that expecting too much of the NUT and the threatened exam boards?

PROFILE



John Tomlinson: heading for a rock-strewn course.

"I must be optimistic about the basic animism of teachers. If I don't believe it who will? You should always believe the best of people. If you're not optimistic you can't educate."

On the curriculum review, he expects the Schools Council to be brought in after the inspectorate has evaluated the material collected from L.E.A.s and uncovered the areas of uncertainty, overcrowding, and incompetence.

So what sort of a chairman will John Tomlinson make in the critical years ahead? The high regard in which he is held by colleagues is based on a reputation built up in a surprisingly few years at the top in local government, and a view of curriculum, examinations and management based on a very coherent philosophy.

He is 45 now, married with four children, and became Cheshire's director of education at 39, having moved into administration after a couple of years teaching.

He went to Stretford Grammar School, where one of his teachers was Jack Wrigley, professor of curriculum research and development at Reading University, and for some years director of studies at the School Council. When their paths crossed later, John Tomlinson reminded him: "I was a very quiet boy in the back row, not very good at maths."

Now he is the quiet boy in the very front row. In six years he has emerged in the top handful of the new generation of chief education officers, with a string of other appointments.

With almost excessive humility he confesses, "I've been surprised at everything I've been asked to do." Every time, he thinks, "this time they'll find out I've got feet of clay."

Margaret Thatcher nominated him to the Court Committee on Child Health Services, and his view that professionals from different services should be prepared to share what they know with each other and with ordinary people came through clearly in the report.

More recently, he has been appointed to represent education on the Spoelhof Programmes Board of the Manpower Services Commission, which will oversee implementation of the Holland Report. He will keep this job while giving up many others—CLEA adviser, RSG group-member, chairman of the north-west CSE board, chairman of the FE curriculum unit—to clear the decks for the Schools Council.

However he is adamant that he sees his job as education officer still as the mainspring of his life.

"I'd be ineffective as chairman if I wasn't also a good education officer, in touch with schools and teachers. I can't do that just by sitting at a desk. Generalized experience and intuition become out-dated and blunted unless you keep them alive. I won't be an absentee landlord."

It was in Cheshire, developing curriculum in-service training, working with health and social services on total pre-school care, starting a follow-up scheme for school-leavers.

John Tomlinson says he has the best job in the world as an education officer, realizing his holistic view of education and society. "I am helping to bring up a new generation of children, and I am an administrator because I find it congenial to try to articulate a large number of elements. You must be efficient and capable, but it's also an artistic experience. That is the approach I shall bring to the Schools Council."

He believes that it is possible to argue constructively in such a forum, but "You must be analytical and have a very large boat. People talk past each other—the multi-racial project is a good example."

On past performance, the Schools Council could well prove more intractable to run than any L.E.A. The quiet persuader in front just might manage to manipulate all the strings.

Patricia Rowan

SPECIAL ANNOUNCEMENTS

Study visits to The Federal Republic of Germany

For those involved with School Administration, Modern Language Teaching, Links and Exchanges

THESE STUDY VISITS provide an excellent opportunity to investigate an equivalent establishment or district, to examine methods of modern language teaching and school administration, to consider the advantages of teacher and pupil exchanges, and to establish or strengthen links at all levels. Visits are usually made during the Spring or Autumn term of the receiving institution and applicants must have clear study objectives.

1. The Intensive Study Visit scheme offers Senior staff in schools and colleges, Heads of Departments, Teachers with responsibility for links and exchanges and Modern Language Advisers visits of one, two or four weeks' duration. A grant of £44 per week towards subsistence is made, which LEAs or sponsoring establishments normally top up where appropriate. Return rail/sea fares will be reimbursed. Applications may still be considered for Spring Term, 1978.

2. A second scheme, offered by the Länder of the Federal Republic of Germany and administered through the Pädagogischer Austauschdienst, offers a limited number of three-week bursaries towards the cost of visits to schools in the Federal Republic. Teachers of German who do not qualify for an ISV may be eligible, and special consideration is given to teachers who have already contributed to the development of institutional, professional and personal links. Applications are invited for the coming academic year.

Further details and application forms for both schemes are obtainable from

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TES DIDACTA INSET

The TES will publish a special inset to coincide with the 1978 DIDACTA exhibition in Brussels. Among the articles planned for this inset are:

An introductory article from Dr Guido Brunner, EEC Commissioner for Education.
Education in Sweden by Mike Duckenfield.
Education in Germany by David Dougworth.
Education in France by Joan Smyth.

The British Educational Equipment Association and the Industry by John Sarge, Director of the BEEA.
Make sure you get a copy of The TES containing this inset and if you are attending the DIDACTA exhibition come along to the TES stand in Hall 6. The stand number is 613A.

THE TIMES EDUCATIONAL SUPPLEMENT

Sport

Table tennis hopes deferred

Classroom crime rate reaches peak and heads downwards

The level of physical violence and property damage seems to have levelled off in American schools. Clive Cookson, North America correspondent, reports

Every month 120,000 of the United States' one million secondary school teachers have something to tell about school crime. In a typical month, 2,400,000, or one in nine, of the nation's secondary school students will be a victim of theft, and one in 80 will be attacked at school.

The shock of these figures, which came from a new report by the National Institute of Education (NIE), is mitigated by the fact that the tide of crime to America's classrooms appears to have stopped rising in the past two years.

The NIE study, which was ordered by Congress in 1976, found that most school heads thought that violence and vandalism were no worse between 1971 and 1976, and in some urban schools violence was beginning to decrease. Statistics on juvenile crime from the FBI and the Justice Department gave the same impression—indeed American crime as a whole seems to have pulled out of its horrifying climb of the 1960s and early 1970s. New York, for example, suffered 9.1 per cent fewer violent incidents last year than in 1976.

Perhaps the most spectacular decrease in crime over the past decade has been noted on university and college campuses. Some of the biggest state and private universities are reporting annual falls of 30 per cent or more in the number of offences—and the overall decline may be as much as 25 per cent. Upgrading of security precautions and campus police forces, and greater willingness by students and staff to co-operate in the fight against crime, are thought to be responsible.

The Safe Schools Study by the NIE asked 4,000 elementary and secondary school heads (known as principals in the United States) to report in detail on the incidence of illegal and disruptive activity in their institutions. To supplement these reports NIE officers inspected 642 representative senior and junior high schools, and 10 schools where violence showed a dramatic decline were given a particularly thorough scrutiny in case there were any lessons to be learnt.

School was found to be the most dangerous place for a youngster to spend his time. Although teenage age youths may spend or most 25 per cent of their waking hours at school, 40 per cent of the robberies and 36 per cent of the assaults on urban teenagers occurred in schools, the study says.

The risks are particularly great for 12 to 15-year-olds: 68 per cent of robberies, and 50 per cent of assaults on this age group occur at school.

Theft is the most prevalent



A New York City school: graffiti on the outside—violence inside.

offence. About 11 per cent of pupils and 12 per cent of teachers have money or possessions stolen every month, though the sums involved are usually small—less than \$10 in most cases.

Physical assaults on teachers are less frequent but more violent than assaults on pupils. Only one in 25 pupils requires medical treatment after an assault, compared with one in five teachers.

The vandalism rate reported by the NIE is staggering. A quarter of the schools in the United States are vandalized each month, at an average cost of \$81. Another 10 per cent are "burglarized", to use the American word, at an average cost of \$183. Property damaged may cost America's schools as much as \$600 million a year, according to some estimates, though the NIE gives a lower figure of \$200m.

"School crime is not just an urban problem", the report warns. Indeed its cost is greater in the suburbs, where vandalism is, perhaps surprisingly, more prevalent than in the cities.

But the risk of personal violence does increase with the size of the community and is greatest in big city schools. Rural America is more free from all types of school offence.

Junior high schools, for 12 to 15-year-olds, are the most dangerous schools of all—they are for more violent than elementary schools and somewhat worse than senior highs.

Interestingly, academic competition seems to increase the amount of vandalism while decreasing a school's risk of violence. Violent students, according to the report, tend to be those who do not care about marks, find the courses irrelevant, and feel nothing they do makes any difference. Vandalism, on the other hand, is more common in schools where students consider grades and leadership position important but rebel against their unfair use.

"Unlike the violent students, those who engage in vandalism are more likely to accept the value of the school's rewards and, we suspect, are looking out or feel cheated in the competition. Feeling denied by the school, they make out their

aggressions on it rather than on other students", the NIE says. The central conclusion is that "strong and effective school governance, particularly by the principal, can help greatly in reducing school crime and misbehaviour."

The leadership role of the principal appears to be a critical factor in itself. Visibility and availability to students and staff are characteristics of the principals in schools that have made a dramatic turnaround from periods of violence.

The head's personal style, together with his or her ability to set a firm and consistent "disciplinary system" are crucial. It helps, too, to have a widespread system of grades, honours and awards to recognize individual achievements or innovations.

Usually, a substantial proportion of school violence is interracial—42 per cent of attacks and 46 per cent of violent robberies. For both white and black pupils the risks are greater when they are in the minority in a school. Although minority schools are generally more violent, this simply reflects the greater crime rates in their neighbourhoods.

A large proportion of violent incidents never show up in official crime figures. Police are notified of only one sixth of all offences causing injury and a third of those requiring medical treatment.

Nevertheless, principals are satisfied with the support they get from police (and parents) in handling disciplinary problems. Local courts, however, earn very low marks—American juvenile courts are frequently prepared to let offenders off with a reprimand if there are any extenuating circumstances or if the youngsters have a background of "occasional delinquency".

The report shows that corporal punishment is still widely used in American secondary schools: 36 per cent "paddled" pupils in a typical month. Outside the cities "paddling"—spanking with a wooden paddle-like instrument—is even more common: 61 per cent of rural junior high schools use this practice.

West Germany

Petition against co-op school signed by 3.6 million voters

by David Dungworth

The people's petition against the Cooperative School in North Rhine-Westphalia (see TES, December 2, 1977) has resulted in a crushing defeat for the ruling Social Democratic and Free Democrat (SPD and FDP) coalition parties. It was signed by 3.6 million voters—many more than the 2.4 million required to ensure its success.

The petition indicates the extent of support for the tripartite system of secondary education, and also expresses the discontent felt by parents and teachers in particular at what they see as the latest in a series of ill-considered reforms inspired by party political considerations.

At the end of 1976 the SPD and FDP parties in the state parliament published plans to allow some local education authorities to set up school centres, with the three existing separate types of secondary schools: the Hauptschule (secondary modern), Realschule (intermediate) and Gymnasium (grammar school).

Such cooperative schools would begin with two years' orientation stage "for all pupils who would then be selected for the grammar, intermediate or secondary modern stream according to their ability."

All three would be housed on the same site, and state building grants would be available only to schools organized on the cooperative principle.

These proposals sparked off a spontaneous wave of protest by parents, who felt that they would be deprived of their right to choose

the kind of secondary school their children attend. They soon joined by the teachers' union, the grammar and intermediate school spokesmen and for the Christian Democratic and Lutheran churches, the opposition in the Landtag, the Christian Democratic League campaign against the school in the spring of 1977.

While the SPD and FDP continued over the summer to insist on the new school centres, the Christian Democratic League, ex-editor of the *Frankfurter Allgemeine Zeitung*, and President Dierckx, ex-president of the Senate Schools and Universities Committee since 1972.

The appointment of the new minister to have been based on traditional power struggles in the Christian Democratic Party, making separate types of secondary school obsolete.

While the SPD and FDP were in the state parliament to press ahead with the plan, the CDU, backed by the COV, decided to proceed with the petition. It was left to the government to call a referendum or to withdraw the proposals.

It was decided to withdraw the reforms in view of opposition to the "co-op school" in the SPD stronghold of Cologne and some of the big industrial areas of the Ruhr. It is also thought that the measure could damage the CDU's chances in elections.

Sweden

Steady rise in schooling levels

by Mike Duckenfield

The educational level of Norwegians has improved significantly over the past two decades, according to the latest figures from the Central Bureau of Statistics.

In 1975, the last year surveyed, the over-16 population had an average 9.2 years of schooling, compared to 8.1 years in 1955. The figures also show that numbers completing secondary and higher

education have increased steadily since 1955. Secondary education has gone up from 13 to 24 per cent, and higher education from 3 to 9 per cent.

Norwegian women generally have a higher education level than men. Ten per cent more boys than girls do not complete secondary education, and only 14 per cent of university women have graduated by the age of 20.

A recent survey by the Swedish Central Bureau of Statistics found that 29 per cent of comprehensive pupils and 9 per cent of those in senior schools were receiving special education compared with 19 per cent and 13 per cent who received it.

About one-third of those needing special education were virtually no longer in school, while one-half could make no further progress in their studies.

The remaining two-thirds speak as well as on the Swedish of the same age, but with difficulty in writing Swedish. The least able were Arabs and those of whom about one-third were of Arab origin.

Others were of Greek, Polish and other non-Swedish origin. The figures come as little surprise to those who know how far Sweden has come in its first-ever immigration policy, passed by parliament three years ago.

Sweden has three aims of immigration: freedom and cooperation, and the rights of immigrants should have the same as Swedes but be able to retain their own culture or be assimilated.

The schools have meant offering extra tuition in Swedish and in the mother tongue, and more lessons through the mother tongue. About 14 per cent

of migrant comprehensive pupils were receiving special education at the time of the survey.

More dramatically, parliament decided, in 1976, to launch a major plan to make it obligatory on local authorities to offer all migrant children tuition in their native language. Expected to cost 100m SEK (£14m) in the first year, the plan was implemented six months ago after several years' trials.

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Another problem has been teaching Swedish

LETTERS

Maths minus miracles

Sir—The results of the recent survey undertaken by the Institute of Mathematics (Marh 3) provide the same pattern of information that has been steadily building up over the years, and leads to the question: "Why another survey?"

Sufficient evidence has already accumulated to give disquiet about the poor results at maths teaching in schools. The sad result of this survey is that, once again, teachers will get the blame, although unjustly, and fault seeking will be the popular sport.

The answer will not be found in a return to old methods of teaching; or of further applications to the New Maths. Endless arguments will develop between protagonists of both sides, but both are seen to have failed. The fact remains that

our understanding and poor performance continue, and amazingly so, in spite of the simplifications of the syllabus from calculations in C.S.D. gals, qts, pias, vls, ft. ins, ans, lbs, ozs, to calculations in metric values.

There should have been a miracle happening in this subject with the wonderful release from the burden of a confusing load of data and tricks that had to be memorized to the simple and consistent "ten is exchanged for one in the adjacent column on the left." Why, then, are many children still confused when working in columns of ten?

The answer must be that there has been no satisfactory method of teaching place, value, sense. I say "has been" because results of a teaching method developed in

this school are most reassuring and confirm our belief that a breakthrough has been made. Ours is not an example to show that the answer could be found at ground-floor level, where teachers also work with the problem of "How do children learn?"

I wish that the Institute of Mathematics would devote some time to studying the method used in this school, where a claim for an answer to the question "How can such numerical simplicity?" has been made; or in any school where a satisfactory method is used. Otherwise I forecast that there will be many more "shocking" surveys.

PETER TAYLOR,
Head,
St Saviour's School,
Talke,
Stoke-on-Trent



In search of a forum for the special unit teacher

Sir—Perhaps it can be said that the growth industry of the secondary educational world today is the special unit. Against a background of an increasing problem, not merely confined to urban stress areas, educational authorities are beginning to make special provision for "difficult" pupils.

What of those who are learning to cope with such pupils in these new educational set-ups? Where does their experience come from? From what educational philosophy do they draw?

It is clearly apparent that few can call upon experience in the institutions themselves, for there have not been many to gain experience in. Those staff that come from a residential care background will find in these units a frustration over the curriculum and their influence and control, and those that come from a conventional school environment will find that they have to learn a whole new set of role behaviours. The language of "core" has a new grammar imposed upon it when children arrive in the morning and leave in the afternoon, when they can avoid attendance, and are someone else's

responsibility in the evenings and at weekends.

The responses of the normal day school are made largely redundant when teachers are faced with a workload of social and emotional problems and "ticks" and "villains" cannot foster progress. We at Erith School special unit have had three years of this new experience. We have learnt to speak a new language, and to acquire new responses to meet a challenging situation. We know that there are many more teachers in, or about to be in, similar circumstances. We do not want to work in isolation and so we have a suggestion. We would like to make contact with other units, most particularly in the London and Greater London area, with a view to sharing experience and philosophy. The outcome of this could be a regular bulletin or journal.

All those of our colleagues who would be interested in such a list should write to us at the address below.
R. BURKE,
D. SIVVER,
Erith School Special Unit,
Bosch Street,
Erith, Kent.

Equality versus excellence

Sir—Where did I go wrong? I honestly thought that comprehensive schools were the result of two main facts:

Children show infinite variation in their abilities and aptitudes; and it is impossible accurately to classify children on any criteria of vaguely educational significance.

The logical, educationally desirable, and economically acceptable resolution of those facts seems to me to be a comprehensive school. I do not really understand where equality or equality of opportunity come into the argument (see Maria Montessori, page 26, TES, March 31).

Children are different; must have skills in some areas but not in others. It is up to the comprehensive school to extend these skills. I suppose that children have humanity in common and to this extent they may be equal, but in my opinion in no other sense of that word could children possibly be regarded as equal; they are different.

How can one provide equal oppor-

unities for children who are manifestly not equal? If this is a "divisive" or an "elitist" argument, then I am pleased to accept such a designation. I do not, however, see it as a pejorative fashion. As a parent I would be concerned if I felt that my child's school failed to recognize such differences and provided them with an education which did not extend their individuality, while always, of course, working to decent standards of work and behaviour were required. I have every sympathy with parents who are similarly concerned.

I am pleased to say that there are still many teachers who are committed to comprehensive education, who see such education as the pursuit of excellence in every sense of that word rather than an attempt to equalize the unequal.

S. A. NEWTON,
Deputy Head,
Reynolds Park High School,
Bushey Road,
London SW20 0JL.

Forgotten libraries

Sir—Philip Venning, writing on Viewdata (March 10), made no mention of libraries—surely a natural omission for this service.

Much of this "information" is, in fact, going to be in the form of references to articles in learned journals and books, rather than on the screen itself.

I sometimes feel with alarm that libraries, both public and academic, tend to be somewhat overlooked, yet we are also in the information business.

R. SHORT,
University of Manchester Institute of Science and Technology,
Manchester M60 1QD.

Unimpressed

Sir—With reference to the front-page article of the TES (February 24) concerning a survey of school teachers in Surrey, I am amazed that so much attention is paid to such a poorly organized survey. Even granted that some schools may have been more "thoroughly" surveyed than others, the basic groundwork is hardly impressive and, consequently, the conclusions are likely to be very misleading.

R. W. D. COOPER,
Head of Religious Studies,
Rushleigh School,
Waters Lane,
Meriton Park, SW20 3AD.

A reluctant vote for the fixed term contract

Sir—As a headmaster of nine years' standing, assistant teacher for twelve years here and father of four children, I have become convinced by recent events that the "fixed contract", in terms both of duration and job-specification, would represent an improvement in this country's educational system.

Withdrawal from voluntary activities by the NAS/UNT and NUT confirms my belief that dinner clubs, sports fixtures, out-of-school clubs or at should be formally arranged within the terms of scale just appointments.

The hours of teachers' attendance in school should be prescribed, both for term-time and the existing holidays, for preparation, teaching, marking, courses and all other tasks which could be reasonably specified as contractual.

Until the current action I would have argued that in my experience schools benefited more by voluntary teachers' efforts than they would have done by formal contractual arrangements. It now seems apparent to me, however, that voluntary commitment is in decline as a regular feature of the bargaining process, used for leverage whenever the union arises. No cover was said to be based on the principle of unemployment of the future; I have little doubt that such bleats of motivation will henceforth be "sponsored" by the Minnow Motive. (What you occupy, the increase of "Keep my share and half the loss" is my genuine response.)

It may be argued that, without voluntary efforts, a significant criterion for screening job-applicants will be lost. This may be true but the results would not be irreparable. A fixed-term contract for all would, through national review, achieve the desired result for education.

I am aware that my suggestions are not new. What is new is my new reformed image of the professional teacher.

M. E. LER,
65 Station Road,
Polesworth,
near Tamworth,
Staffordshire.

Anthrax: putting the case in context

Sir—I would like to correct the article of the TES (February 24) concerning a survey of school teachers in Surrey, I am amazed that so much attention is paid to such a poorly organized survey. Even granted that some schools may have been more "thoroughly" surveyed than others, the basic groundwork is hardly impressive and, consequently, the conclusions are likely to be very misleading.

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Masters of ambiguity

Sir—Why do some headteachers of mixed secondary schools advertise for deputies without making it clear whether they are going to appoint a man or a woman?

It may be necessary to obey the letter of sex discrimination legislation by referring, for example, to "second master/mistress", but in most cases the ambiguity is illusory, since if in the case mentioned there is already a male head and a male deputy, the appointment must be of a second mistress.

It is simple enough to include clues in the advertisement, such as "The retiring deputy headmaster" or "The retiring deputy headmistress" or "The retiring deputy headmaster for girls' welfare", but this is not

On the slide with CSE

Sir—The CSE exam (1982 Examination Bulletin No 1) was intended for the top 60 per cent of the population. Grade 4 should reflect an average performance (the 50 per cent level).

It was not intended for the bottom 30 per cent, nor was it expected that any of these pupils would have sufficient ability, given a balanced curriculum, to gain even one CSE Grade 5 if the exam was of the required standard of difficulty. Employers were told about these intentions which are still being fulfilled in many subjects and by many boards.

One must, therefore, express great concern that, according to recent national statistics no less than 53 per cent of leavers in England possess at least one certificate at CSE level. The standard necessary to gain these certificates must certainly have fallen to a much lower level than the 60 per cent laid down.

One must have every sympathy with schools which have gone to great trouble to establish courses for the least able pupils and which can gain for them some recognition of the pupils' efforts—but if in so doing certificates are given which do not reflect the higher standards demanded by other subjects, then the whole CSE exam is called into question.

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The degree industry needs

Sir—A proposal for a new degree course in (what engineering?) creative arts in the name of the improvement in education for the selection of industrial technology. These were chosen because they were seen to be areas in which activity by engineers and technologists could contribute significantly to the United Kingdom economy.

The four technology subjects were chosen to represent the central core of the plant engineering function and I would recommend that any institute considering a degree in this area should be in touch with the Committee for Industrial Technology at the address below.

J. S. WEBB,
Chairman,
Materials Handling Education and Training Board,
Committee for Industrial Technology,
Abell House,
Join 101p Street,
London, SW1.

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Quirks among quarks

What is the world about us, precisely the kind of place it is? Why, for example, is it that the mass of a proton is roughly 1,840 times that of an electron? Why is it that the velocity of light turns out to be approximately 300,000 kilometres a second?

Why is electric charge always exchanged in multiples of what is called the unit charge, the electric charge carried by an electron or a proton? And why, if it comes to that, should the particles of matter be precisely the kinds of particles we recognize?

The traditional answer to such questions is simple: "Because that's what the universe is like, silly!" Even since the days of the Austrian philosopher, Ernst Mach, however, there has been a more interesting kind of question lurking in the dog and now there has been a coming together of a dozen different lines of inquiry that has given the question more life than for several decades. The outcome may be a much better understanding of the way in which the universe is put together, but the argument now in prospect will in my case be fun.

Two envelopes are then sent. Occasionally, an immediate reply is asked for, without any sending for forms and so on. The waste of time is then a deal increased.

Colleagues who are making calculations in the very big numbers, the numbers that are used in the market for the sale of land, can see my justification for a principle.

Yours faithfully,
H. M. MILLS,
Glenside Cottage,
East Boldre,
Bournemouth.

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London, SW1.

The degree industry needs

Sir—A proposal for a new degree course in (what engineering?) creative arts in the name of the improvement in education for the selection of industrial technology. These were chosen because they were seen to be areas in which activity by engineers and technologists could contribute significantly to the United Kingdom economy.

J. S. WEBB,
Chairman,
Materials Handling Education and Training Board,
Committee for Industrial Technology,
Abell House,
Join 101p Street,
London, SW1.

Science diary

by
John Maddox

If it were not for the very large amount of matter elsewhere in the universe, there would be no attraction at all between, say, the Sun and the Earth whose masses are really quite negligible compared with the mass of the universe as a whole. And of course, it is natural enough to go even further and to think that all the small-scale laws of physics as we know them—the existence of electrons rather than of some other kinds of particles or perhaps even arbitrarily sized and charged lumps of matter, for example—is also linked with the properties of the universe at large.

Eddington, in the early 30s, was the first to try to establish this connexion, but unfortunately there was then too little surety with which to make durable bricks. In those days, little was known about the laws of physics. For example, nobody knew the reasons why neutrons and protons are held together in the nuclei of atoms. Only in the mid-1930s did people start guessing at the existence of what is now called the strong nuclear force, in distinction from that involved in the conversion of neutrons into protons (with the emission of an electron in beta radioactivity) which is called the weak nuclear force (because it is weak although not as weak as gravitational attraction).

Three quite separate lines of inquiry have made the connexion between the small-scale laws of physics and the properties of the universe at large suddenly more fundamental. The chief of these is the interest of the physicists in finding some way of describing the four kinds of forces between particles in the same language, as if they were four different attributes of some super-force.

The weak nuclear force and the electromagnetic force were first tied together just a decade ago, by Professor Abdus Salam, of Imperial College, London, and Professor Stephen Weinberg, of Harvard University, and these theories (worked out independently) are now bearing experimental fruit. Finding the strong nuclear in the same package is the ambition of the army of physicists who busy themselves with what is now called quantum chromodynamics (for want of a better name) and there are now even hopes that the fourth force, gravity, will be brought into the package by means of the theories known (again for want of a better name) as supersymmetry.

After half a century of believing that Einstein's general theory of relativity is altogether too difficult to be jumped in with the more familiar theories of physics, people are now beginning to realize that it is not necessarily like this at all.

So, too, were the later theories of quantum mechanics, or more exactly the interpretations of the wave and particle aspects of matter (which, in truth, can have no meaning), was plainly consistent with Mach's positivism.

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All this activity is not merely a mindless search for some method of lumping together in a single package the forces that do not really belong together. Rather, it is an attempt to see how they are related to each other. And by now there is enough recent evidence in theoretical physics to suggest that if you run a theory that appears on paper to make sense by enabling several unrelated ramblings to hang together consistently, the chances are that it will also account for other puzzles.

Thus it is with the theory of quarks originally (15 years ago) introduced to account for some experimental data which showed that protons and neutrons did not always behave as indivisible lumps of nuclear matter, then extended (10 years ago) by the addition of a fourth quark to the original three so as to make the theory more symmetrical and now splendidly confirmed by the discovery of the new property of matter called (for want of a better name) charm.

The second stimulus of interest is experimental. For the past three years, the high-energy accelerators have been turning out a stream of unexpected data which has lent point to the supposition that there must be something in the universe at large that arranges for the curious behaviour of the small-scale laws of physics.

Not at least is the discovery in the past few months in experiments at Stanford University and in Hamburg of what appears to be a third version of the electron. Hitherto, the electron has had a first cousin called the muon (roughly 200 times as massive) for which nobody has been able to invent an explanation. Now, it seems there is yet another particle whose properties appear identical with those of the electron except that it is 1,450 times as massive.

One coincidence is tolerable, but two are not, and so people are now on the hunt for an explanation of this redundancy in nature. Can this be yet another pointer to the influence of large-scale physics on the small scale?

The Executive Officer (Training),
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The Tavistock Centre,
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How an outrage becomes a tradition

Tony Becher and Stuart Maclure

examine the virtues

as well as the drawbacks

of the trend towards

school-based curriculum

development

Because of the obvious limitations of the subject-based forms of curriculum development, and because the English educational system does not lend itself to coherent forms of system-based development, much recent curriculum development has concentrated on the school level. A new head, or an old head invigorated by new enthusiasm, gathers round him a staff prepared to think collectively about the needs of the pupils in their care, and devise and apply to the school a curriculum they deem appropriate.

Many of the obvious examples concern attempts to devise new curricula in new

schools. For instance, a former Schools Council joint secretary, Geoffrey Cooksey, took the *tabula rasa* of the timetable for the schools on the Stomtonbury campus at the new town of Milton Keynes, in Buckinghamshire, and assembled a programme of study and activity which draws together in a new package both the fruit of development undertaken elsewhere and custom-built self-instructional study materials.

His job was to plan a curriculum for local children which reflected both their needs and the strengths and skills of his staff. The school had to fit into the larger framework of the public curriculum for English secondary schools—that is, a sizable proportion of the pupils had to be enabled to succeed in public examinations and find their way at the appropriate level into post-secondary institutions, and those who finished their education at 16 ought to get reasonable jobs.

Such eclectic and locally relevant curriculum development is much more likely to penetrate the individual classroom and be accepted by the individual teacher than anything engineered by remote control. It capitalizes on both the skill of professional curriculum developers and the personal convictions of the teachers

directly concerned. Within the circumstances of a new school a content, integrated programme of study, all kinds of school activities can be planned to fit predetermined educational goals.

But school-based curriculum development also very clearly shows how far the head of a school and his staff—temporary incumbents of a public institution—able and encouraged to stamp their values on a school. The public curriculum is a flimsy and insubstantial framework even at the secondary school level where there is still a public examination system—and the more examinations are controlled by teachers the flimsier it becomes.

It also tends to obscure the national importance of the value judgments implicit in curriculum development. Like other forms of piecemeal development, school-based reform enables the system to change little by little, a boundary extended a few yards here, a quiet strategic withdrawal to an earlier baseline there. It enables apparently sound innovations to become familiar; it fits into the established English pattern whereby almost any outrage becomes

tradition if it can be nursed through infancy.

But heightened interest in curriculum development has led to new challenges to the traditional consensus: those who reject the social status quo criticize the sifting process by which schools maintain it. The politicization of the curriculum debate is a direct reflection of the politicization of other aspects of social policy.

There is no way of insulating education against this, even were it desirable to do so. Indeed the present agencies of curriculum control and development were brought into existence to make sure that what happens in school is responsive to just this kind of transformation within the social environment, and to discover new conventions strong and flexible enough to contain and harness the potentially explosive forces thus released.

School-based development may also avoid the issue of whose responsibility for the curriculum is to lie. Take, for instance, the value attributed in one school to competition, and the assumed antithetical value which another places on cooperation.

The typical progressive head will play

down such remnants of the ancient régime as form orders, marks and school prizes; his classes will be unstreamed and work organized on a group basis as far as possible, where the strong can help the weak. A more traditionally minded head will attempt to carry into the comprehensive school the expectations of the grammar school: he will maintain that streaming is necessary in efficient class teaching, and that competition brings the best out of pupils as they strive for approval and good marks.

Neither head necessarily reflects the views of his pupils' parents—though, because many parents have a mental stereotype of school which more nearly resembles the values of the traditionalist, they are more likely to revolt against the progressive. But there is still a doubt in principle about whose will should be imposed on whom.

Nor is it only in respect of political or social philosophy that difficulties may arise. There is the more general objection that school-based curriculum development reflects the limitations of sympathy, understanding and cultural bent (not to mention technical skill in course construction and preparation of classroom materials) of the handful of individ-

ual teachers who happen to form the directing group in the top of the school. What if these sympathies and understandings are too narrow, or if the collective cultural orientation is unbalanced or eccentric?

In terms of curriculum development, important issues hinge on the range of choices which individual pupils are offered at critical stages in the secondary school course. The teaching profession is orientated towards academic study rather than the world of work; towards pure science rather than applied science; towards the arts and social sciences rather than technology and crafts; towards the reproduction of its own species rather than the creation of a new generation of wealth-producing engineers and entrepreneurs.

There is enough truth in this argument to suggest that even when teachers think they are planning the curriculum on objective "educational" grounds, they are shaping it in a way which begs a wide range of questions, some of which may be of great significance to the national life as a whole. Leaving individual teachers to settle what should be done relieves everybody else of the responsibility, but does not necessarily help the education system most effectively to contribute to the solution of national problems.

There is, of course, the saving grace

that schools are splendidly ineffectual institutions, and that exposure to any particular political or educational ideology at school can lead to diametrically opposite attitudes and values in later life. But they become even less effective if the school's curriculum and the teachers' ideology is so controversial that eventually parents and the local community cannot stomach it. If children are taken away and sent to other schools, there is inconvenience for parents and children alike.

Dissension in the staffroom undermines the efficiency of the school, even within the terms of its own ideology. In the ensuing muddle and mud-slinging, reputations are destroyed and public and private persona behave in ways which do them less than credit. The results of such curricular shambles can be seen in the unhappy stories of Rislinghill, in North London, in the 1960s and Summerhill, in Aberdeen, in the 1970s—schools in which the local education authorities with great daring appointed controversial heads whose educational philosophies were likely to arouse at least initial, and perhaps lasting, hostility; and later refused to support them—perhaps rightly when difficulties arose among staff.

This is an extract from *The Politics of Curriculum Change*, published this week by Hutchinson (£2.95). A review will appear in next week's TES.



Photographs of the Royal Liverpool Children's Hospital School by Michael Abraham

The forgotten children

Attention has focused recently

on the educational neglect

of children in hospital:

Valerie Kaye visits a children's

hospital school which

tries to allow children to live

rather than merely exist

A disturbing report recently published by the National Union of Teachers must be of great concern to parents of children who are in hospital. It says resources and facilities for the education of children in hospital are "totally inadequate". Fred Jarvis, general secretary of the NUT, says: "Children in hospital are educationally at risk."

The report comes out with several distressing statistics. It quotes from another report, for instance, which shows that in 1975 four out of ten children's wards had no educational provision. Six out of ten children's wards have no education for the under-fives. In the ordinary school sector, this would be illegal.

Who are the children most likely to

suffer? Besides the under-fives, the 16-19 age group suffers badly, particularly in hospitals for the subnormal. Facilities for children in general hospitals seem to be woefully deficient compared with those in children's hospitals. And children who are put into adult wards are quite likely to be forgotten educationally.

The number of teachers who work in hospital schools has declined alarmingly. Since 1973 it has dropped by about seven per cent. Since unemployed teachers are two a penny, it cannot be that demand outstrips supply.

This report puts the responsibility for planning, building and financing hospital school buildings squarely on the shoulders of the local authorities. It is most likely that they are cutting off funds from hospital educational projects in efforts to cope with expenditure cuts.

There are good psychological reasons why children in hospital should be getting on with their lessons, quite apart from the need to keep up with their peers at school. Sam Hamer, head of the Royal Liverpool Children's Hospital School, says: "Children are vulnerable in hospital. The hospital has a foreign atmosphere, and if you can get a school atmosphere there, then 50 per cent of normality is restored."

At his hospital even children who are brought in as emergency cases, maybe having been run over by a car and needing their bones set, are encouraged to do some schoolwork before operations. When I expressed surprise that a child suffering the shock and pain of an accident was expected to be interested in school work, he suggested I was prejudiced.

"A nurse can't talk with understanding to the child because she is used to using techniques," he said, "but the child can be genuinely employed by a teacher who gives immediate rewards for good work. This matters to the child. Psychologically it makes the child forget the trauma of the situation."

"Often, after the operation, the child will try to get on with more work. The teacher will have an important link with the child by being there when the child is first admitted to hospital."

I went first to the city branch of the Royal Liverpool Children's Hospital, which is a treatment hospital. Quite apart from the wards is a school building which takes day-pupils who suffer a variety of disorders, anything from epilepsy and asthma to language disorders and bowel negativism. They are here in "total family therapy", and

some come for interview with the staff while their children are there.

In a general medical ward, one section was taken up by a teacher and her pupils, of whom there were usually seven or eight. An orthopaedic ward was the largest open ward in the hospital, unlike the previous ward which had patients in different sections. Many of the children were almost completely immobile and undergoing spinal treatment.

Because it is tiring for children to keep their arms up looking at books, they use many audiovisual aids. Sister Susan Burrows told me she puts children of a similar age together to keep their spirits up; she can move them round on trolleys and place them with their heads together so they can study in groups. There are many group activities going on, and the more mobile children can join in cookery lessons.

Audrey Stringer, the second deputy of the school, explained that because it is a teaching hospital, children often feel threatened by parties of doctors on their rounds. The teachers all wear blue coats so they become familiar and unthreatening figures. "The teacher has a therapeutic role," said Audrey Stringer, "and she helps by bringing the children through post-operative depressions." The parents

are involved emotionally and the teachers are not, and this is often an advantage.

One problem they have in this hospital is to decide which children are not progressing with their work because they are fearful of their surroundings, and which are "under-endowed intellectually". The emotional problems the teacher faces on the ward where a child is to undergo heart surgery are different from the problems on the general surgical ward. Here the teacher works closely with the surgical team to see what the child is capable of doing.

I went to the Heavall branch of the hospital which admits 2,250 children each year. This is about 11 miles away in the country, where it overlooks the River Dee and has superb views of the coast and mountains of Wales. All this is important in a long-stay hospital. The hospital is large and bright, with none of the hustle and bustle of the city branch.

"The child lives rather than exists here," said Sam Hamer. Besides school in the morning and afternoon, there are discos, youth clubs, and other activities. The teachers all wear blue coats so they become familiar and unthreatening figures. "The teacher has a therapeutic role," said Audrey Stringer, "and she helps by bringing the children through post-operative depressions." The parents

because the children were in the school building—and noted record players, televisions, a billiard table, divans instead of beds, and other extras.

This branch takes a large number of children with psychosomatic disorders, and they have different educational needs from surgical patients. None the less, I was surprised to find that the children are mixed in the words and in the classroom, and are not segregated according to their illness. The staff believe this to be very beneficial to the children.

I saw all ages up to the age of 16 hard at work or play in the classrooms. Teachers here have to be able to teach only subject to any age at any ability. They encourage the children to have contact with the outside world, and in one class I saw a child was compiling a list of things she was going to buy from the shops for a cookery lesson.

The children work individual programmes dictated by their own schools. I asked Nicholas, almost 16 and immobile on his bed, if his work had suffered from his long stay in hospital. He told me: "I get more of the teacher's time than I did at school. It helps because I can ask him immediately if I don't understand. I like working, because it keeps me from getting bored."

Many of the staff have a diploma in special education, and they all participate in the in-course training scheme, which has a full programme of lectures and films. They told me that every other lesson they take individual, and they must liaise closely with the children's normal teachers to assure continuity of studies. They send detailed reports of the children's progress to their normal head teachers.

One teacher said: "You often see dramatic progress in a child because you are relieving parental pressure which led to the psychosomatic illness." For many of the children who are "poor social cases" (battered children), hospital is not a traumatic experience, but a good time for them.

The teachers are aware that parents often try to split nurses from the teachers and cause trouble between them, so the teachers, nursing and medical staff always see the parents as a team. The multi-disciplinary approach is important at all levels in this hospital.

The Royal Liverpool Children's Hospital School is an excellent example of what can be done to continue the education of children while they are forced to stay in hospital. But four out of ten children will remember their time in hospital as a period of idleness and boredom.

Worshipful company

David Self on assemblies

Assemblies for Seniors. By Michael Brooks and Michael Cockett. Kevin Mayhew £1.50, 905725 31 X. Assemblies. By Peter Millen. Edward Arnold £1.75, 7131 01733. Assembly. By Ian Davies. Broomfield, Macmillan £4.50, 333 18631. Tuesday Again. By Tony Castle. Mayhew-McCrimmon £1.40, 85597 241 6. Words for Worship. By Christopher Campbell and Michael Brooks. Edward Arnold £3.95, 7131 0148 2.

I have a sneaking fear that one of the things that first attracted me into the teaching profession was a picture of myself standing along a stone-paved school corridor, gown billowing, prayer book held against my chest, on my way to announce the day's collect to the assembled, bearded school. Frank Heaven that at least some of these assembly aids promise to provide events that are both more relevant and more religious.

First, the nice book aimed especially at primary schools, *Assemblies*. Actually this handsome, illustrated and attractively bound hardback will have a much wider appeal—especially in middle schools and at the younger end of secondary schools. It is an anthology of 190 poems and over 100 anecdotal prose excerpts, all of which read comfortably and naturally and make good sense on an assembly. The editor believes that assemblies are most effective when arranged with specific knowledge of local conditions, topical events and the children for whom the assembly exists.

Consequently he does not provide ready-made assemblies but only notes on how the passages may be linked thematically, together with an easily-used cross-reference index. It is an inspiring collection—humorous without being flippant, dignified without being pompous. Its careful use will lead to rich and stimulating assemblies that will both be interesting to themselves and also lead to follow-up work in the classroom. It is only a pity that the lists of suggested hymns and recorded music are so brief.

In complete contrast are two much shorter books for the leaders of secondary school assemblies. *Assemblies for Seniors* and *Tuesday Again!* *Tuesday Again!* leads us into the realms of posters, puppets and gimmicks. It takes its title from the author's regular Monday afternoon thought, when responsible for Tuesday assembly: "Oh no, tomorrow's Tuesday again!" This is not a reassuring addition, coming from a national religious adviser and former head of religious education, but as Mr Castle points out: "This book is a convenience book. It is intended

for busy teachers... Readings and prayers are given in full and no other book is necessary. Only four LP records have been referred to in the whole book."

As this implies, it is an ideal book for those who want to mount trendy assemblies (on themes like "Who are you?" and "Christ rules—OK?") that require little preparation or involvement. In all but the most caring hands, *Tuesday Again!* with its snappy passages, glib comments and reliance on "Glen Campbell's Twenty Golden Greats" (there's nothing music for you) will devolve both assembly and religion.

Like this book, *Assemblies for Seniors* contains over 30 prefabricated assemblies, albeit slightly more up-market ones. Here the themes include world religions, Christian Festivals, faith and (inevitably) social issues such as drugs, war and racial prejudice. Each assembly includes one or two very short readings and suggests records, a variety of hymns and some amazingly unorthodox, semi-scripted drama.

Obviously these two books might lead to a worthwhile assemblies. Unfortunately, both demonstrate that by trying to be "easy" or "accessible", it is all too easy to be superficial; and that it is more difficult to invest a ready-made assembly with sincerity than it is to construct your own.

Sincerity is evident in *Assemblies*, a collection of a hundred thoughts for the day. All are original, many quite genuinely thought-provoking. They are offered in the form that they will serve as "talks" at the centre of assembly, and that around them the leader may arrange his own choice of music, hymns and prayers. Intended for 11 to 16-year-olds, they will work well where there is a sympathetic atmosphere, but it must be admitted that one or two are a little naive. Here again, the weakest point is the list of suggested music—20 fairly hackneyed pieces ranging from the unoriginal suggestion: "Messiah—(Hallel)" (not, I hope, all of it) to Vivaldi's *Four Seasons* and Elton John's *Nightmare* (presumably for dark winter mornings).

Much more weighty (quite literally) is *Words for Worship*, now reissued in paperback. 450 pages contain over 800 prayers, Bible readings and secular passages. It's a bit of a puzzle school oriented (it would certainly be very suitable for carrying along grammar school corridors) but it is (in another sense) comprehensive and very good value. Personally though, whatever age group I was concerned with, I'd prefer Redver Brandling's *Assembly*, a Bible and a good prayer book—even if that did mean carrying two books and working out my own themes.

Peoples of the Book

Ronald Lunt on Bible scholarship

A Key to the Old Testament. By David L. Edwards. Collins/Penguin 95p, 00625 192 7. From Moses to Ptolemy. By John A. Sawyer. SPCK £3.50, 281 03564 4. How to read the Bible. By John Goldingay. Oliphants Outlook Books £1.50, 351 00602 1.

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ject he covers the ground from Abraham to Antiochus, including the Apocrypha, using the New English Bible, and concluding with a brief survey of Judaism and Islam today—the peoples of the Book.

Dr Sawyer's book, subtitled "New Perspectives in Old Testament Study", is based on a course at a Christian Education conference, and argues strongly for the unity of the Bible, and the integral part in the study of the Old Testament, now so apt to be left out of our religious education programmes. The question is not so much "How", but "Why did each book come to have the shape it has? What did the writers intend to say to their readers or audiences?"

In each of the seven essays there are valuable fresh insights on the major types of writings, as historical perspective is called into play. Chapter five, for instance, is particularly effective on the Book of Psalms in its final form, on the educational role of Proverbs, and on that important, foreign tale, Job. Of the Prophets he well describes their eccentricity, their loneliness and isolation, their embarrassing air of authority, and their non-alignment; he argues a case for treating the Isaiah corpus as a unity. Orthodox Judaism is just-Maccabean Judaism, and reflects the profound influence of Hellenism.

For Christians the Old Testament is an arranged—unlike for Jews—in the histories it treats of things as they are, and in the literature of things as they are, and in the Prophets of things as they ought to be; the Bible is full of "the capture of the forward view". Interestingly this book is the steepest in the bunch.

John Goldingay's slimmer book, based on the final New Bible, is something of a tour de force: into this little compendium of 160 pages he fits a succinct and complete an-

vey of all the books of the Bible, the light of current understanding, fitting the New Testament into their place according to Testament categories. He throughout towards tradition and attribution.

He has a high and lively style with modern insights and vigour of the writers in the Testament to tell us how the Testament saw the question which Jesus was the answer to, and the way it needed to be solved: Jesus came and he himself to be the one to solve it.

The point of Mr Harvey's book is that we shall never make the New Testament until, like the old, we are made aware of the concerns of the writers and for whom they wrote. The study of Bible study is the 2000 years it is still very much an open field with still big problems unresolved.

As in a detective story, on our imagination to ask questions and to seek the right places. This is a book for those who want to read the New Testament intelligently, temporarily lines of recent history and succinctly put.

The Good News Bible, produced by the American Bible Society, became a bestseller through its use of the Society's series of English-speaking world. It gives an account in plain English of the principles of modern Bible translation, illustrating the principles in a series of examples.

John Goldingay's slimmer book, based on the final New Bible, is something of a tour de force: into this little compendium of 160 pages he fits a succinct and complete an-

When in England... do as the Romans?

Michael Marshall

More Roman than Rome. By Derek Holmes. Burns and Oates/Patmos Press £8.50, 86012 060 0.

Mission or domination? Dr Derek Holmes has provided a scholarly and most readable modern survey of the development of English Catholicism in the nineteenth century from Catholic emancipation in 1829 to the death of Archbishop Vaughan in 1903. It is a highly illuminating study of the triumph of Ultramontanism—or "Vaticanism"—as Tyrrell disparagingly called it—over a more indigenous and English Catholicism—perforce derided as Gallicanism by Wiseman, Manning and Vaughan. French Catholics had established churches, priests and a presence in England alongside the loyal Catholic gentry who were encouraged to seek emancipation and the restoration of the hierarchy. Nothing could have been further from their aims or needs than the explosion of Ultramontanism—"more Roman than Rome"—which was to be followed by Wiseman, developed by Manning and eventually championed by Vaughan. To oppose this movement was to be rebuked for liberalism as in the case of Newman, rationalism as in the case of Acton, or blatant apostasy, as in the case of Tyrrell.

The enormous surge of Irish immigrants and the social and economic problems of the industrial revolution, demanded a disproportionate concern on the part of the Catholic hierarchy in England. In many ways

the Catholic church was conspicuous and even heroic in its response to those needs—especially in the case of Cardinal Manning and his involvement in the dock strike of 1899 at the age of 82. Nevertheless the book is predominantly the record of a failure to respond as a missionary force to the more challenging needs of English Catholicism as a whole—university and higher education and an intelligent response to liberalism and modernism together with a truly English cultural involvement in all aspects of national life. Ultramontanism expressed a citadel temperament to all that was not Roman, papal and therefore irrelevant, combining in the Syllabus of Errors of 1864, the Vatican dogma of infallibility in 1870 and the declaration of invalidity of Anglican orders 1896, conspicuously championed by Vaughan, the founder of the Catholic Truth Society.

There are no heroes in the book. Newman is the patient, continuing devout and indignant spirit of nineteenth-century Catholic witness, deeply disturbed as editor of the Rambler, proponent of Catholic involvement in higher education and sympathetic to the evolutionary thought of Milner and the school of higher criticism. Manning emerges as a man of deep compassion, greatly respected and befriended by Florence Nightingale in his social concern and genuine compassion for the pastoral needs of the Catholic poor in the new and large industrial cities of the north. At the same time, however, it was Manning who championed a blunt Ultraman-

ism in the Dublin Review of 1863 calling for "downright, muscular and decided Catholicism—more Roman than Rome, and more Ultramontane than the Pope himself." So the book shows an evening of a Catholicism largely dominated by the Irish needs, proselytising Roman policies and indifference and aggressive alike towards English society, its broader needs and its characteristic objectives. Before and beneath this overlay was the more temperate spirit of a Bishop Ullathorne who represents a progressive form of English Catholicism and if such a spirit had prevailed the ecclesiastical scene in the twentieth century might have been very different.

Derek Holmes reminds us that in the 1830s the Archbishop of Canterbury and the Bishop of Oxford of the day had approved a scheme at Anglican reunion with Rome. It was the events of the papal aggression of Wiseman through to the indifference and triumphalism of Vaughan which buried such possibility beneath a Catholicism which was totally equated with Rome and Ultramontanism on the one hand and an intellectual massacre in the name of pastoral concern for a largely Irish immigrant community on the other hand.

Is too much to hope that the unfortunate history of the development of the Catholic church in the nineteenth century may yet be countered by a new spirit, which uncovers again the earlier characteristics of Ullathorne's Catholicism, in the latter-day hierarchy of Westminster in the second half of the twentieth century?

Christian conviction

Christianity in the Classroom. 2 Christian Education Movement, 2 Church House, Pages Lane, London N10 1PR. 75p, 905022 26 2.

Christianity in the Classroom is the record of the Christian Education Movement's Easter, 1977, course and a very important book. CEM are to be congratulated upon publishing the papers, a practice which more conference organizers should regard as important, and in making it available within 10 months, the time that Buddha and Guru Harbinder were in the womb and a sure guide to inspiration! Guyon Palmer is intensely and helpfully practical in her short piece on the primary school and intentionally leaves aside however, bravely states that education is about changing people, and is inextricably limited to the process of humanisation. Schemes of work should therefore be concerned with real issues and ultimate questions, with particular insights which Christianity brings to bear on them.

By considering the impact which the Christian faith has on a person living his life in relation to these issues and questions, pupils should be helped, on the basis of what they have learned about Christianity, in their quest for a faith by which to live. He asks that pupils should not learn about religion but do religion in the sense of applying themselves with mind and heart to the major issues of life. Mr Birnie's essay is convincing but, occasionally, the subtlety of teaching about religion, the spectre presents itself of another generation of religious education teachers coming forward whose sole quality is Christian conviction but who lack knowledge, theological training or educational skill. This is a breed I am sure he wishes to discourage as much as I do!

Dr Michael Hinton takes us away from the religious education lesson and considers the contribution

which a Christian can make to the total life of the school. It is an essay which every teacher, whatever his own personal beliefs, might read with benefit. Those of us who speak of objectivity and openness certainly do not ask that the enrichment which such Christians can bring to the life of a school should be concealed. I would only ask that we remember that Jewish Humanists and others might have as much to offer and should be encouraged to bring their insights and use them to serve the school community.

Bishop Newbigin's paper was presumably the keynote address. It is entitled "Teaching Religion in a Secular Plural Society". To some extent this is a critique of the Birmingham Agreed Syllabus and Handbook through an examination of the words "religion", "secularity" and "teaching". I cannot help concluding that the force of his argument is lost in word play but that the points he makes, particularly about the difficulties of teaching anything objectively, be it history, literature or religion, and the assertion that the open approach encouraged by the syllabus itself indicates a form of commitment, deserve further attention. However, this important conference report highlights not only the problems of teaching Christianity in Britain today, but also the broader and deeper issues which face Christians who are involved in education at all levels from the nursery school to the university and in denominational as well as non-denominational schools. The churches might set up another "Durham Commission" to examine and analyse the difficulties facing Christians in education and in the teaching of Christianity—issues to which the CEM conference report gives too little attention—and attempt to provide a theology of education for our time.

W. Owen Cole



Society of friends

Yan and the Quakers. By Alison Sherrin. Friends Home Service Committee. £1.00, 88245 125 1.

This account of Quakerism, explained in all its richness, is simply stated and simply answered, could hardly be bettered. It is apparently meant for the young teenager, but a bright 11-year-old might lap it up, and adults could learn from it.

Alison Sherrin shows how the Society of Friends engages in worship, how it transacts its business, expresses its belief in action rather than creeds, and how all this came about. She writes vividly and with no concessions to teenage colloquialisms. But the story is not without humour and here her illustrations, Michael Roberts, come in. Some of his drawings are both funny and true: for example his

Around the world

E. O'Connor

World Religions: A Handbook for Teachers. Edited by W. Owen Cole. The Commission for Racial Equality in conjunction with the SHAP Working Party on World Religions in Education. £1.50.

The publication of the third edition of this excellent handbook less than a year after the second edition, is a testament to the interest in the teaching of world religions and also to the wealth of ideas and of practical suggestions which it contains. The CRE and the SHAP Working Party are to be congratulated on co-ordinating to make it available at such modest cost.

As Owen Cole states in his introduction, while this handbook was developed from World Religions: Aids for Teachers, it expresses a new view of the world religions in a way that its predecessor did not. The main sections cover general

articles, a range of project work with younger children, teaching approaches to the main world religions, including Christianity and there are bibliographies and useful addresses. As well as updating references and information, the third edition also includes an interesting and useful new section on the use of visual aids, speakers and visits in primary school world religions.

Of the sections on "The Religious and Philosophies" the least satisfactory is that for Buddhism—but, as the editor points out, this reflects the fact that there is a dearth of textbooks, material on Buddhism and little that is completely sound. But overall this handbook will be invaluable for teachers who have already embarked upon a world religions course, for those who contemplate doing so, and for those who may wish to teach particular themes on a comparative basis or to include consideration of a particular faith.

portrayal of a Quaker in a meeting; a scene legitimately to (William) Penn meeting a Indian; and some gently humorous in his portraits of John and Elizabeth Fry. But shabbily falls him in a meeting for working would think he not serious without political lecture. But this may be removed new edition.

Kathleen Cole

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Inspection copies available from: A. Wheaton & Co. Ltd., Frampton, Exeter EX1 1AZ.

STATES OF JERSEY EDUCATION COMMITTEE

HEADSHIP

ST. HELIER GIRLS' SCHOOL

Roll 920 Group 9 (likely to be Group 10 in 1979)

Required for September, 1978, for this girls' Secondary school, age range 11-16.

Due to move into new premises in 1981.

Closing date 7th April.

Further details and application forms from the Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, G.I.

NEW SECONDARY SCHOOL GROUP II

at Colhee Hall, Woughton,
Milton Keynes

The HEADSHIP of this new mixed 12 to 16 age range comprehensive school will be available from September, 1978, one year before the first pupils are expected to be admitted. In the early years the school will cater for pupils aged 12 to 16 years until a new sixth form college is built on the site. The school is situated in the designated area of the new city of Milton Keynes and the Ovalplan Corporation is making a number of houses for rent available to teachers appointed to schools within the designated area. Subject to the County Council's regulations removal expenses up to £150 and board and lodging allowances will be payable. Application forms and further details obtainable from the Divisional Education Officer, Watlington House, Watlington Road, Watlington Mill, Milton Keynes MK12 5NY, on receipt of a stamped addressed foolscap envelope.



NORFOLK COUNTY COUNCIL Education Department

Required for September, 1978:

HEAD

CROMER SECONDARY SCHOOL (Group 8, roll 560)

To be reorganised as an all-ability High School in either 1979 or 1980.

Application forms and further details may be obtained from the County Education Officer, County Hall, Morning Lane, Norwich, NR1 2DL, to whom completed forms should be returned as soon as possible, and not later than 7th April, 1978. A stamped, addressed foolscap envelope must be enclosed.

Re-advertisement

Suffolk County Council

Applications are invited from suitably qualified and experienced teachers for the following post:

Headmaster/ Headmistress

Sudbury Upper School

GROUP 12

AGE RANGE 13-18 YEARS

Previous applicants should re-apply.

Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (Ipswich), addressed envelope, please. (Ref. KLG.)

Closing date for receipt of applications: 4th April, 1978.

PRIMARY Remedial Posts continued

LINCOLNSHIRE
BRANTHAM HILL COUNTY
Primary School, Brantham Hill, Lincolnshire. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

NIRFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
LAKEMAN COUNTY PRIMARY
School, Lakenham, Norfolk. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

NORTH TYNSIDE
EDUCATION DEPARTMENT
HAZELHURST (HET) SCHOOL
Primary School, Newcastle upon Tyne. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
HUGHES HILL SCHOOL
Primary School, Powys. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

Middle School Education

Deputy Headships Senior Masters/ Mistresses

WIRRAL**WIRRAL**
EDUCATION DEPARTMENT
QUARRY HILL MIDDLE
School, Wirral. Applications for September, 1978, for this middle school, age range 11-13. Closing date April 21st.

DORSET
EDUCATION DEPARTMENT
BANDHUR MIDDLE SCHOOL
Primary School, Dorset. Applications for September, 1978, for this middle school, age range 11-13. Closing date April 21st.

By Subject Classification

Art and Design

WIRRAL
EDUCATION DEPARTMENT
QUARRY HILL MIDDLE
School, Wirral. Applications for September, 1978, for this middle school, age range 11-13. Closing date April 21st.

METROPOLITAN BOROUGH OF

Rochdale

EDUCATION DEPARTMENT

MIDDLE

Hollin High (11-14)
Hollin Lane, Hollin Lane, Middleton, Manchester
M24 3PN. Tel. 061-843 3764.
Required for 1st May, 1978, or as soon as possible afterwards.

Housecraft Scale 1

Applications should be by letter immediately to the Head Teacher at the school, stating details of age, qualifications and experience together with the names and addresses of two referees. Closing date 14th April, 1978.

SECONDARY

Bishop Marshall Memorial R.O. Secondary (11-16)
Martindale Crescent, Langley, Middleton, Manchester
M24 3PQ. Tel. 061-843 5700.
Required for 1st September, 1978 to 31st August, 1979.

Music

Temporary full-time teacher to take Music throughout the school.
The post is vacant due to the one year's secondment of the present holder of the post. Salary: £10,000 per annum. Interested applicants should contact the Headmaster of the school for application forms and further details.

Domestic Subjects

Scale 1 Posts

HEREFORD AND WORCESTER
EDUCATION DEPARTMENT
VALLEYHILL MIDDLE SCHOOL
Primary School, Hereford. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

Mathematics

Other Posts on Scale 2 and above

HEREFORD AND WORCESTER
EDUCATION DEPARTMENT
VALLEYHILL MIDDLE SCHOOL
Primary School, Hereford. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

Scale 1 Posts

WEST SUSSEX
EDUCATION DEPARTMENT
HAYWARDS HILL SCHOOL
Primary School, West Sussex. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

Modern Languages

Other Posts on Scale 2 and above

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
NORTHAMPTON MIDDLE SCHOOL
Primary School, Northampton. Applications for September, 1978, for this middle school, age range 11-13. Closing date April 21st.

Scale 1 Posts

DORSET
EDUCATION DEPARTMENT
BANDHUR MIDDLE SCHOOL
Primary School, Dorset. Applications for September, 1978, for this middle school, age range 11-13. Closing date April 21st.

Music

DORSET
EDUCATION DEPARTMENT
BANDHUR MIDDLE SCHOOL
Primary School, Dorset. Applications for September, 1978, for this middle school, age range 11-13. Closing date April 21st.

Other Posts on Scale 2 and above

DORSET
EDUCATION DEPARTMENT
BANDHUR MIDDLE SCHOOL
Primary School, Dorset. Applications for September, 1978, for this middle school, age range 11-13. Closing date April 21st.

Other than by Subject Classification

EAST SUSSEX
EDUCATION DEPARTMENT
HAYWARDS HILL SCHOOL
Primary School, East Sussex. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

HEREFORD AND WORCESTER
EDUCATION DEPARTMENT
VALLEYHILL MIDDLE SCHOOL
Primary School, Hereford. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

LAST SUSSEX
EDUCATION DEPARTMENT
HAYWARDS HILL SCHOOL
Primary School, Last Sussex. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

Physical Education

Scale 1 Posts

HEREFORD AND WORCESTER
EDUCATION DEPARTMENT
VALLEYHILL MIDDLE SCHOOL
Primary School, Hereford. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

Science

Other Posts on Scale 2 and above

LONDON, S.E.14
EDUCATION DEPARTMENT
HAYWARDS HILL SCHOOL
Primary School, London. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

WEST SUSSEX
EDUCATION DEPARTMENT
HAYWARDS HILL SCHOOL
Primary School, West Sussex. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

LANCASHIRE
EDUCATION DEPARTMENT
HAYWARDS HILL SCHOOL
Primary School, Lancashire. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

Social Studies

Other Posts on Scale 2 and above

WALSALL
EDUCATION DEPARTMENT
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Primary School, Walsall. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

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Primary School, East Sussex. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

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Secondary Education

Headships

CAMBRIDGESHIRE
EDUCATION DEPARTMENT
HAYWARDS HILL SCHOOL
Primary School, Cambridgeshire. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

Science

LONDON, S.E.14
EDUCATION DEPARTMENT
HAYWARDS HILL SCHOOL
Primary School, London. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

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Primary School, Hereford. Applications for September, 1978, for this primary school, age range 5-11. Closing date April 21st.

EXTRA

Geography



Sixth form students of John Mason School, Abingdon, involved in trials of the Schools Council Project: Geography 16-19 "Hurricanes and Man" pack.

The annual conference of the Geographical Association is to be held in the London School of Economics on 3 to 6 April. Most of the articles in this Extra complement the conference theme "The Role of Physical Geography" introduced below by the President of the Association, Professor Stanley Gregory

Variations on a theme

In the twentieth century physical geography has moved so far from its nineteenth century status of "a descriptive science" that it is now unrecognisable as the descendant of that form of rote learning, although to judge by public opinion as reflected in television quiz games, these changes have yet to be appreciated by the pundits of popular culture. The highest, the lowest and the biggest are still assumed to be the physical geographer's stock-in-trade.

Yet how far from reality this is, as our students concern themselves with the application of scientific knowledge and principles to the working of the physical landscape, this involves the mapping out and measurement of features in the field, the collection of material for analysis in the laboratory, and the interpretation of the physical world the character of the field of study (if ever was, except in caricature or misrepresentation) is not so obvious. With the adoption of a systems-based approach and the

growing sophistication of the plethora of mathematical models that have been devised to help with the comprehension and interpretation of the processes at work, physical geography is obviously far more integrated into the realm of the sciences than has been the case in the past.

Such developments, however, have not obliterated one of its main attractions, namely the opportunity and need to carry out one's studies in the open air. The pull of the countryside often provides the initial stimulus for the individual, especially when the study of physical geography can also be integrated with complementary work on geology and botany. This pleasure is often coupled with a concern for environmental and conservation issues, and the training in physical geography at school or college can help produce a more aware and more knowledgeable community on such issues.

The substantive focus of the subject has also changed markedly over the past decade or two. The growing interest in hydrology and the related fluvial geomorphology, the marked expansion of the study of soils and their characteristics, the

... nor lose the common touch

Bryan Waites surveys developments over three decades

Slack himself knew what geography was. After all he had taught it in a grammar school for 30 years. As his pupils, we know it too, the would talk about rivers and coasts from Sweden, C.O.A.L. spells POWER and the latest sticker scores for 30 minutes, then we turned to our Stamburgh or Plectes and read a little, often starting to copy a map before the lesson ended, to be completed for homework.

Once D. C. Clark went to sleep during a lesson and we left him to wake up in the next class, about halfway through their history lesson. But the old regional routine of position, relief, geology, climate, vegetation, agriculture, industry, communication, settlement and population was interesting and Slush helped everyone to get good examination results. It was the epitome of a geography teacher of the 1940s and 1950s: ever active, restless, knowledgeable, well-travelled, interested in world affairs, anecdotal, humorous, deeply head and CCF officer, but no fieldworker. Perhaps many people will have had their image of geography created by their own Slushes.

Or will it have come from the primary school image of "the earth as the home of man" with lingering memories of children of other lands, eskimos, pygmies, aborigines, Lapps, borsemen of the Kirghiz Steppes, food from the forest, cups that cheer and other myths from a world long gone? Perhaps, like Edwin Claydon, you "could have drawn a map of the Orinoco but could not have found the Trent in a day's march".

The student of the 1950s could take as his bible *The Spirit and Purpose of Geography* which was, and still is, an inspiration, but in an orthodox way. It was possible to try to give geography a definition then, to have a neat sub-division of physical geography into geomorphology, meteorology, climatology, oceanography and biogeography; to divide human geography into historical, economic and political; to have chapters on maps and regional geography. In fact, the main dichotomy was between systematic and regional approaches. There was a purity, enlightened innocence and return to nature as a necessary replenishment in time of doubt: "In a mood of disillusionment... the best cure... is to go once more into the field and savour once again the unity of man and nature." You could turn to a geographical dictionary in find neat explanations: "Biogeography: the study of plants and animals especially their geographical distribution on the earth's surface. Geomorphology: the science dealing with the form of the earth, its land features and their evolution. The "eye-for country" fieldwork "through the soles of your boots" approach was predominant and the everyday relevance of the geographer was perhaps more nearly achieved, as Professor Durby said: "The ideal geographer should be able to do two things: he should be able to read his newspaper with understanding and he should be able to take his country march".

continued overleaf

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Who finally made the Sahara desert brown?



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by D'S. Scott

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Two volumes, aimed at the CSE and O-level student, which are concerned with the supply of, and use of, the main metals and energy resources in a technological age. The author takes an objective look at the relationship between increasing demands on finite resources and the impact of these demands on the environment. Both books are as much workbooks as reading books and include a great deal of material to involve the reader in practical activities related to the subject matter.

Fieldwork in Geography

by J. Haddon

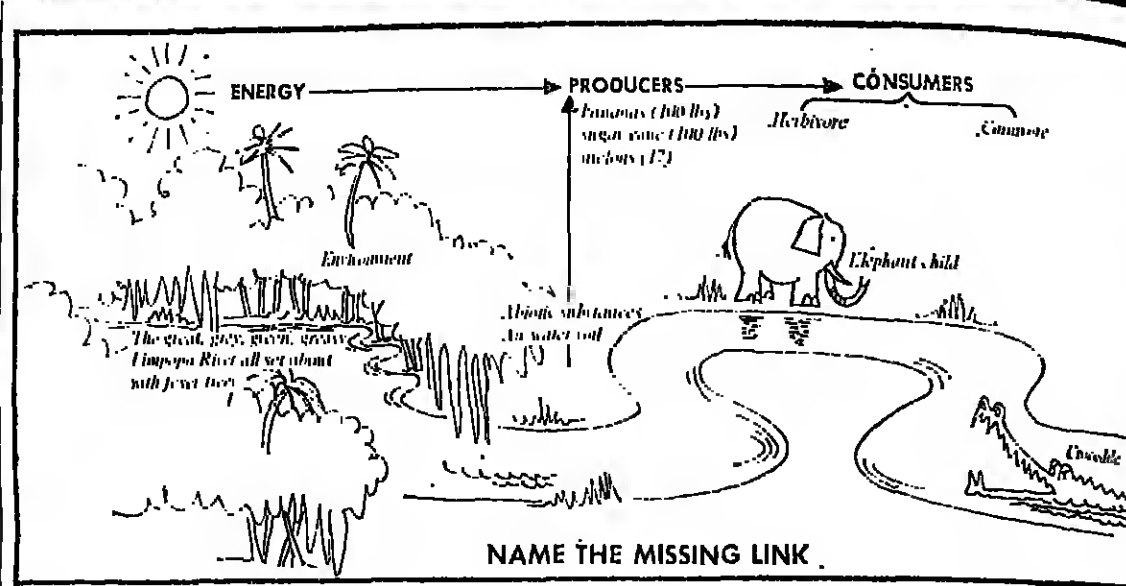
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At the hub of the wheel

Rona Mottershead on the place of biogeography at school level

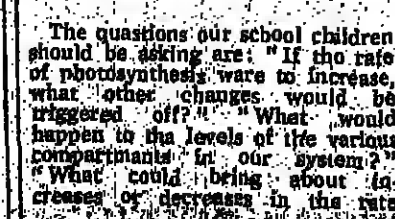
"Biogeography?"—the usual deflating response as the geography teacher smiles wisely and murmurs, "I leave all that to the biologists". The implication is clearly that biogeography is merely concerned with plant and animal adaptations or with the theoretical distribution of soils and plants, to be memorized and explained by climate alone. "What about systems?" I say, "and processes, local studies, quantification, land-use decisions, prediction, simulations, land planning, world resources and pollution?" "You and your jargon," laughs the teacher dismissively.

In spite of such discouragement I still believe that the systems approach to biogeography offers us a new framework for our geography teaching and means that we can return to the proper study of non-environmental relationships of any scale we choose and in as simple or as complex a way as we wish.

Even in junior school children understand the links between living things—the big bad wolf eats the pig; the spider eats the fly. All children know the answer to the elephant child's question in the *Just So* stories: "What does the crocodile have for dinner?" Killing ahead of his time, even quantified the Elephant Child's food facts. The new biogeographer can now express all such observations in systems form, as in the drawing above.

This may seem a trivial example but it illustrates the basic concept behind the new biogeography—the ecosystem. The systems approach gives better solutions to problems in the real world because it has restored balance to our thinking and has shown that man is part of the ecosystem as well as being its manipulator. It has also placed emphasis on process and thereby changed the nature of our enquiry from one giving a static view of the world to one showing dynamic change. In the past geographers took a snapshot view of the earth and explained it in terms of the factors at the time; now we look at rates of processes and how these vary and bring about changed distribution.

If we again use the example of the *Just So* stories, we could ask what are the processes involved here and how can these vary? The diagram might look like this:



The questions our school children should be asking are: "If the rate of photosynthesis were to increase, what other changes would be triggered off?" "What would happen in the levels of the various compartments in our system?" "What could bring about increases or decreases in the rate of photosynthesis?" "What happens if there is overgrazing or if decomposition ceases?" A wise understanding of such questions and their answers by the citizens of the future must make them better custodians of the earth's resources than their fathers.

Until recently geographical study seemed to be splintering as students pursued their own particular topics, diverging further and further into other disciplines. Biogeography, however, could form the link between human and physical geography; it could be the focus of geographical ideas on slope, soils, plants, animals, economic geography, farming, urban geography, climate. These are the old claims for biogeography but I believe they are valid.

But how can all these methodological ideas be introduced into interesting and worthwhile lessons in school? All good geography is in the field and biogeography is no exception. Much simple field work may be done literally on the school field as well as perhaps providing a more adventurous trip to a rural area, woodland or woodland.

As with most physical (rather than human) geography, measuring instruments are required, but these need not be elaborate and may often be home-made. Much quantified work, for instance, may be based on measurements made using four 10-metre lengths of string, a hand-made hypsometer and a quarter gill net. These simple tools enable the volume of wind in tree trunks in a patch of forestry commission land to be calculated. The chief forester will know the age of his trees so one could then reckon the rate of the trees' productivity.

Surveys of the vegetation in different parts of the playing field could be compared to show the influence on growth rates of various site conditions such as slope, shade and trampling. Plants form the link between the non-living and living worlds and are the proper starting point for biogeographical study.

But geographers plot things on maps," you say. Biogeographers do, too. Send out your pupils with a 1:10,000 map and ask them to record the land use they see. Then they should try to account for their findings in terms of measurements they have made of slope, soil, aspect, temperature, rainfall, direction, animals, etc. They could draw graphs to show relationships, for instance between slope and land use. Comparisons could also be made of land-use today with that of 20 years ago. The possibilities are endless and it's surprising how quickly such simple exercises kindle interest and enthusiasm.

The biogeographer now has an ever-increasing store of information on which to draw—soil maps, farm maps, drift geology maps, land-use maps, bioclimatic maps, forestry commission maps, land capability maps as well as meteorological data—from soil memoirs and water boards—and details of plants and animals from nature reserve wardens and conservation groups.

Once an understanding of patterns of vegetation and land use has been gained, pupils should be able to transfer this understanding to textbook studies of regions in other parts of the world. A study of impoverished desert soils could follow field work on Britain's sand dunes; studies of natural and man-made deserts in Britain should give insight into later studies of deserts in the oceans; a study of a British oak woodland could lead on to that of the ecosystem of the multi-layered tropical rain forest.

Biogeographical studies in the past seemed to present an unrelenting view of the earth—untouched by human hand. Too much time was spent working on theoretical diagrams of vegetation and too little on problems of pollution and land use. Land use surveys under the direction of Dudley Stamp in 1932 and Alice Coleman in the 1960s are valuable sources of information which may be compared with present-day surveys by the pupils themselves. The causes of change may be discussed and the significance of man's increasing technological power and control over his world should emerge. Studies of the type also give insight into decision-making itself.

There can follow simulations of reality such as the *Coca Cola* game which demonstrates the conflict of interest between different groups of land users and the consequences of their decisions—or one could devise a game of one's own to develop particular ideas arising from one's own work in the field.

Many geography exams today are laboratory tests with benches and laboratory equipment and here biogeographers can simulate physical processes, particularly those taking place within the soil. Even if topsoil sinks are not available much may be achieved with the aid of just two buckets of water, a funnel, a beaker and a plant pot full of soil. Capillarity and salinization for instance are easily demonstrated by placing a mixture of salt and soil in a funnel with its stem dipping into a beaker of water. When the surface is heated by a lamp, evaporation from the surface causes water to be drawn up through the soil-salt mixture and soon a crustation of salt appears on the surface. Leaching, percolation, the variation of porosity, field capacity, soil saturation, soil pH, etc., may all be simulated in simple laboratory demonstrations.

I believe that biogeography in school today should emerge as the hub of the geographical wheel, the central focus of many ideas and the indispensable key to the integration of varied and fascinating areas of work in the local area, in the laboratory and on textbook studies of other parts of the world. Such studies should lead to a deeper understanding of man's responsibility in using the earth's resources and an appreciation of both his role within the ecosystem and his manipulating of it.

Should the geographer, with all his new techniques, his treasury of mapped information and his new systems framework, such exciting teaching to the biologist?

Rona Mottershead was formerly senior lecturer in geography at Padgate College of Higher Education, Warrington.

A proper grounding

Geography 11 to 13—a case for reassessment? Asks Richard Kemp

In looking at geography teaching in the lower reaches of secondary schools, two questions arise urgently for consideration: what precisely need be the teaching aims and subject objectives for this pre-exam period, and how should geography teaching be organized in relation to other humanities subjects.

Any department can hardly outline its aims and objectives for geography in the first three years, but they are often in such general terms as: "To give pupils a good grounding in the basic principles, and to encourage them to think geographically." We need to be much more definite about aims in the first three years. No doubt most departments would, rightly, include an introduction to mapwork and basic ideas of the form and shape of the earth's surface; most syllabuses would probably include settlement and farming studies. But if we want to provide a geographical framework of background facts and concepts on which to build in the fourth and fifth years, we ought to be more precise.

A relevant discussion paper has been produced by a study group in Oxfordshire (*The Child at 13—Expectations in the field of Humanities*). In broad terms it is suggested that by the age of 13 pupils should have studied some aspects, and gained an understanding of key ideas in each of the following topics: settlement, agriculture, manufacturing industry, physical environment (including landforms, processes and weather systems) and, if possible, population and transport.

Pupils should study these ideas using examples of differing scales: local, national, continental and world; when practicable the local environment should form the starting point. Examples should be drawn from both the developed and developing worlds.

The settlement theme brooks down like this:

- (1) Settlements are established for a variety of economic, social and cultural purposes.
- (2) Precise location may depend largely on site characteristics.
- (3) Accessibility is a major factor in the development of settlements.
- (4) Different land-use patterns may be identified in larger settlements.
- (5) Large settlements normally have more functions than smaller ones, and settlements may be ordered in a hierarchy by size and function.
- (6) There is movement of people, goods, money and ideas between and within settlements.
- (7) Settlements have spheres of influence that vary in size according to size and functions.
- (8) Settlements are subject to growth, decay and change in functions.
- (9) There are various patterns and regularities in settlement distribution.

In addition to this outline one could suggest that pupils should have a knowledge of basic world locations—seas and oceans, continents, major countries and cities, regions of physical distinction such as deserts, mountains, rain forests, grasslands, extreme cold, and a more detailed knowledge of locations in Britain.

To many this outline of what should be achieved by the end of the third year may look ambitious, but certainly presents a well organized teaching of the subject from 11 onwards, if not in primary or middle schools as well. This is a far cry from the old idea of a "one size fits all" approach, even if one recognizes that less able pupils may only achieve a simple understanding of the ideas outlined.

This emphasis needs to be on ideas as well as facts, for both these elements are crucial for pupils who will be following a modern syllabus at O level and CSE; to complete these syllabuses in under two years is a challenge in itself, and so proper grounding in both facts and ideas must never be underestimated.

The second question—how geography should be organized in relation to other humanities subjects—is less straightforward; more a question of ideology than of pure geography.

The trend over the past decade has been to integrate 11 to 13 geography, usually with history and religious education, and sometimes with English as well. Such "humanities" schemes vary considerably. Some are operated only in the first year, while many others carry on into the second and a few until the third. Most humanities schemes are taught on a mixed ability basis, particularly in the first year, while others operate on a broad band, or even set basis. The original idea behind many of the schemes was to have block timetabling of classes, so that the varied skills of teachers could be fully employed in some form of team teaching.

The real heart of the humanities question is not concerned with the theory of integration (although one suspects that many geographers would make out a case against this), but with its practical implementation. Lack of specialist accommodation, oilied to the restrictions of large school timetabling, may at one stroke destroy the team teaching ideal, which depends on classes being taught at the same time at the same place.

A more serious problem could be the demands mixed-ability humanities places on teachers' skills. Relatively young and inexperienced teachers are being asked to provide a sound factual and conceptual basis to pupils of high and low ability, in a range of subjects that might include history, religious education, English as well as geography. Is it fair to both teacher and pupils to ask the specialist geographer to initiate creative discussion and writing in the poems of T.S. Eliot? Can the history-trained probationer really provide the same enthusiasm and knowledge of geographical processes as the geographer? The results are twofold—lack of academic rigour for the

more able in humanities, and an inconsistency of factual and conceptual grounding that shows itself in the fourth and fifth years.

Many would consider that the time has come for integrated humanities to justify its position as guardian of 11 to 13 geography. One need not suggest that this justification is collective—that is largely a matter of ideology—but that each individual humanities department must seriously ask themselves two questions:

1. In humanities providing a sound and consistent grounding in the integrated subjects, in order to help meet the exam requirements of years four and five? The emphasis should be on both the factual and conceptual soundness, and on the overall consistency of this grounding.

2. Are pupils of all abilities being provided with courses that are both stimulating and intellectually challenging? The standards set in academic demand at 11 to 13 must be reflected through the school. Unless the answer to both questions is strongly affirmative, humanities is strongly affirmative, humanities

will always be open to the charge that academic progress is being sacrificed on the altar of social development.

On the positive side, the contribution of humanities has been in many cases to introduce a greater creative element into geography teaching at 11 to 13. That the acquisition of basic geographical skills and facts can be related to stimulating creative work is an idea long overdue, but that is now taking root. For example, when teaching mapwork skills of scale, distance measurement and direction finding, increased pupil interest can be generated by setting the exercise against the backdrop of, say, directing a search party to a crashed aircraft on a deserted island. Agreed that some basic concepts and facts must be mastered—but their acquisition should be integrated as far as possible with varied and interesting techniques and practical tasks which in themselves aid the acquisition of basic skills.

Richard Kemp is head of geography, Lord Williams' School, Thame.

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... one of the basic problems for geography in the 16-19 age group is precisely the widening abyss between physical and human geography.

Bridging the gap

By Michael Naish, Ashley Kent and Eleanor Rawling. Schools Council Curriculum Development Project: Geography 16-19

In the early 1960s, much interest and discussion was centred on C. P. Snow's exposition of "the two cultures" warning of the gap between the sciences and the arts. If allowed to become wider, it was argued, this could become culturally divisive and even environmentally dangerous.

The problem seems to have been recognized some 70 years previously by Sir Halford Mackinder, who initiated the teaching of geography at the University of Oxford. He considered it was the duty of the geographer "to build a bridge over the abyss which, in the opinion of many, is separating the equilibrium of our culture from the chaos of geography and you must find it in its noblest part."

It is significant that one of the basic problems for geography in the 16-19 age group is precisely the widening abyss between physical and human geography. When the Geography 16-19 Project team commenced work in 1976, analysis of the situation suggested that the trend through the late 1960s and early 1970s had been for physical geography to become so specialized that it was in danger of becoming finally alienated in the curriculum.

Through the same period, increased concentration on theoretical models and locational analysis, and enhanced interest in social questions seemed to be divorcing human geography more and more from consideration of the physical environment. One university geographer commented that some students arrive for their first year of undergraduate study believing that the world might be a featureless plain covered with hexagons.

The divorce of physical from human geography tended to be emphasized by the A level syllabuses, which, in general, contained separate sections on physical and human, examined by separate papers. The divorce of the teaching of the subject was (and is) split between "specialists" on one side or the other.

The increased interest in quantification in human geography has tended to intensify the degree of specialization, as certain members of staff get involved in breaking up the necessary statistical techniques. In theory, the two major systematic branches were to be related together in the regional part of the syllabus, but we wonder how far this is possible in the limited time available to cover crowded syllabuses.

The major recent A level revisions of the Joint Matriculation Board and the London Examinations Board go some way towards bridging the gap. One of the aims of the JMB Syllabus II is to educate candidates so that they can arrive at "an appreciation of interrelationships within the environment", but this seems to refer mainly to the natural environment, and there are still separate papers for physical and human.

London's new syllabus, to be examined for the first time in June, is encouraging in that it asks for an understanding of the interrelationships between physical and human environments and the resulting problems. Better still, one of the objectives of the exam is to test "the ability to integrate the knowledge and comprehension of physical and human geography in answering questions with reference to examples on a local, regional,

national and supranational scale". The first exam papers are awaited with interest.

The view taken by the Geography 16-19 Project is that the division of A level geography into two major and separate systematic branches has resulted from attempts to approach the construction of the curriculum for this age group almost exclusively from the academic standpoint. By this we mean that the exam syllabuses, which have to date provided the exclusive guidelines for two-year courses, are based in the main on the nature of the subject as taught at university level.



At work on the Man and Natural Hazards unit.

Our work in the project is much concerned with turning this system of the subject into a more holistic construction of the curriculum from the educational viewpoint. This means beginning with questions about the whole purpose of one or two years of full-time education after 16. It demands consideration of the needs of the students and of society and analysis of the contribution which the study of geography can make towards fulfilling these needs.

Obviously the implications of developments in the research frontier of the subject need to be considered carefully, as does the history of geographical scholarship in which such developments are based. We need to ask what is appropriate content for courses for 16 to 19 year olds, in terms of its potential for achieving educational objectives, as well as for its contribution to the nature of interrelationships between geographical concepts and some of the techniques which geographers employ.

In adopting this approach, we are attempting to construct a broad-based curriculum, which will be of value to those 16 to 19 students who terminate their full-time education at 19 (that is the majority), and will also act as a suitable foundation for courses in further and higher education. Our aim is to draw the physical and human sides of the subject together, illuminating the nature of interrelationships between man's environments, the land, the natural environment and his activities and examining the spatial results of these interactions.

We are interested in the geographers' contribution to the study and possible solution of environmental problems, and problems, accepting that through its special concern with spatial location, distribution and interaction, the geographer has a distinctive and significant contribution to make. To do so, he needs to understand the processes at work in both the physical

and the man-made environment, and the nature of the interrelationships between the two.

In our attempt to put our ideas into practice, we are undertaking a number of tasks with the help of teachers, lecturers and students in a range of establishments.

In the first six months of the project's work, we initiated wide ranging discussions on needs, aims, and objectives, which took place in teachers' centres, at conference and in departmental, A national conference was held, and the papers and reports from this conference, together with the reports of the group discussions helped the team to prepare a statement (soon to be published) on a project occasional paper) on broad aims for geography in the 16 to 19 curriculum.

Broad aims need to be translated into more specific objectives which may be used as a basis for planning courses, and to achieve this refinement, we are working on the production of a document which sets out a curriculum framework for the construction of courses at various levels within the 16 to 19 age range. This has involved us in attempting to define what is distinctive about geography in terms of its key ideas, the sorts of questions which geographers ask, and the various viewpoints which geographers adopt.

As a result of this analysis, in the light of our work on broad aims, we have adopted an environment framework which permits course planners to select examples of environments and systems for study on a continuum from dominantly natural to dominantly man-made. At one end of the continuum emphasis will be on natural environmental systems and the challenge they pose for man, while at the other, students might be studying the functioning of cities as examples of man-made environments.

Understanding of the basic principles of physical and human geography is obviously a necessary part of such study, but such understanding needs to be acquired in order to examine the quality of man-environment interrelationships rather than as an end in itself.

The framework proposes a set of major themes based on the objectives of our man-environment approach to 16-19 geography. These themes will help to structure the selection of examples for study. The need to cover a range of scales from small scale or local, through medium to world scale, and to develop a range of further criteria for selection of content.

Work continues on refining the framework, and on its implementation in the form of examination syllabuses for A level and CSE (one-year CSE courses). Meanwhile the project team has produced a first trial teaching unit on Man and Natural Hazards.

The unit (at present not available for general distribution) exemplifies the ideas implicit in the project's approach, and illustrates our concern with the development of students' skills and abilities and the consideration of attitudes and values as well as the learning of a body of knowledge. Trial schools are present involved in preparing teaching materials, and are contributing to early work on the development of syllabuses.

With little data beyond 1972 the authors have recognized the importance of the economic recession through a postscript written in May 1978. Significantly, this has shown only a change in emphasis of the dominant themes.

The book has built a thematic and systematic approach to a wide range of current geographical techniques and over much to planners. It should be used by those who live and work in the Anglia and of a practical case study within often highly theoretical courses in economic geography.

While welcoming this new venture by Geo Abstracts, there is room for improvement in both quality and in achieving a less closely set typescript.

Although completed by early 1975

Sharing ideas

D. P. Jones fills in the background of the symposium on teaching strategies for the less able

"What can I do with these kids?" This was the cry of despair from the members of the Birmingham Geography Teachers' Workshop in the spring of last year.

"These kids" are only too well known to those teachers whose classrooms include the remedial, backward, less able, bottom stream or whatever other label is used. The characteristics of the group of pupils in question include poor ability in reading and writing, little concept of number, and erratic behaviour which makes continuity of work difficult or impossible.

Then there is the ease with which individual pupils are distracted and completely disrupt the work of a whole class with one of those explosive outbursts of emotion over seemingly trivial matters. The problem is what to do with such pupils next lesson and the lesson after that is one that tests the most experienced teacher, and is one on which there is plenty of general advice but little of immediate practical use.

The workshop, which has been going now for more than six years, has always had as its aim the sharing of ideas and, more important, the sharing of the work involved in developing ideas into teaching materials. To this end it has produced several booklets of lesson plans, and although many of the materials produced have been used successfully with less able pupils, this particular group of pupils has received special attention from only a few members of the group.

During the following few meetings, however, members of the group presented work they had found successful in the classroom, and although no one claimed to have found the answer to the difficulties the collected materials were a step forward for many members of the group, and they have now been made more widely available as the group's most recent booklet, *Geography for Everyone*.

About the same time as the Birmingham workshop were discussing the sharing of ideas on teaching the less able was the Geographical Association's annual and quarterly Techniques Working Group. The activities of this Group span a much wider range than its rather narrow title implies, and for some time members had been concerned that a large amount of excellent work based on the development of the past 10 years has been going on with less able pupils. In some cases the work has been based on well-known groups like the Birmingham one, more often, being carried on by individuals working in their own schools.

As one step towards sharing the fruits of this work the group decided to hold a symposium at this year's annual conference of the Geographical Association, specifically to discuss more widely the fact that the less able pupils in our schools are not doing as well as they should. Anything more rather than less to do with "new" geography than the more able. This was a long-overdue work produced based on new ideas has been directed towards the more able, something clearly seen

from looking at many recent school textbooks.

The symposium will have as speakers three experienced teachers who will each describe their work in the classroom and they will be backed up by an exhibition of teaching materials and pupil work from their schools so that visitors to the conference will get some insight into their ideas.

It is hoped, too, that the exhibition will help to stimulate questions at the symposium and prompt people to talk about their own successes, or better still, put them into writing for the Geographical Association's journal *Teaching Geography*.

During the symposium the three speakers will examine most of the developments of the past 10 years as they relate to their experiences with less able groups. Alec Rudge will review the changes in general and will show, by reference to a range of examples drawn from his work with pupils of different ages, how easily less able pupils take to dealing with ideas and problems in contrast to being fed a diet of purely descriptive work.

He will emphasize, however, that whatever work is tried, success is unlikely unless the teacher has had the time to establish a steady relationship with the class, because above all pupils need to have confidence in themselves.

From the broad picture Richard Kemp will focus on the details of a particular programme of work. He will outline his progress with the structure of ideas and skills and will illustrate how pupils' ideas gradually develop as they progressively work through carefully graded exercises. This emphasis on building one idea on the previous one has all too often been forgotten.

The last speaker is the symposium will look at the teaching developments in geography from a different angle. Simon Grimmit will show how less able pupils are quite capable of developing their problem solving skills much further with the aid of the computer. Games and simulations which otherwise take far too long to complete, during which time the point of the exercise might be lost, can be finished in a short time with a considerable gain in understanding.

The problems of involving any sort of calculation with the confidence that inevitably results where they are anything beyond the simplest level have been largely solved, so that there again pupils can concentrate on the geographical ideas and not get lost in a maze of simple, but, to them, confusing calculations.

Although the three speakers will have plenty of "amplification" in reserve, the success of the symposium will depend on the participation of everyone present with a much wider sharing of ideas and experience than is usual at such meetings.

Geography for Everyone is available from D. P. Jones, 36 Wrekin Avenue, Newport, Shrop., in 50p plus 25p postage. It will be available at the conference.

D. P. Jones is head of the social science faculty, Northcote High School, Wolverhampton.

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Assessing A levels

David Hall compares the differing demands made by eight examining boards

Nowhere is the British talent for compromise and muddling through better illustrated than in the current state of affairs in geography A level. Such is the extent of the differences between the eight examining boards that one might be forgiven for displaying some incredulity in the claim that the syllabuses represent what teachers want in and not what the secretariat or any particular pressure group might wish to impose upon the schools.

To suppose that there are eight or more quite distinct views of geography is teaching A level pupils, such as subscribing to some distinct tradition in the subject? This might be so if the law of the market place applied, as the mobility of allegiance would, over time, separate and aggregate schools. But although it is possible in theory for any teacher to enter his students for any board of his choice, it is rare in the real world for higher authority to underwrite the additional registration fee required when a dissenting voice is raised to that of the board authorized by his institution.

The situation can be reviewed from four perspectives: first the extent and direction of modernization of subject content; second the mode of assessment; third the style of examination; and fourth the influence of general propositions derived from curriculum thinking as they apply to the 16 to 19 age group.

The most ruthless modernization process has been that of the London board. The syllabus is to be examined for the first time this year, ceases the conventional headings of physical, human, and regional geography, but asks for an analysis of structure, the monitoring of flows of energy and matter, the use of the concept of constraints, and the use of descriptive statistics. Regional geography is to be treated dynamically, through a consideration of processes such as differentiation, development, growth, inequality and hazard. The examination papers, however, do not tally with these conventional divisions but form a matrix: both papers one and two examine physical and human aspects but in paper one there are 12 discussion questions of which eight have to be answered, and in paper two, three extended essays answered from nine offered. Regional geography includes sections on the developed and the developing world, and by setting open-ended questions which give candidates the freedom to illustrate specified processes in any chosen regional context, the paper seeks to achieve a higher order of understanding than has been evident from formal regional study, notably didactical evaluation.

The NUJMB introduced its new syllabus B in the 1975-76 cycle. Papers one and two examine physical and human geography, but the wording of the syllabus suggests an approach as innovative as that of London, with particular stress placed upon the study of interrelationships between elements, and of nature as a motivating element of human development. Both papers carry eight essay-type questions in section A, and six data response questions in section B. Candidates have to answer two from each. This

gives a somewhat wider choice than is offered by London paper one, and students have to respond to the two styles of questioning at each session of the examination. No paper is set in regional geography. There is a practical examination, set before the main examination period, of a more complex nature of teacher-assessed project work.

Apart from this experiment with mixed mode examining, the NUJMB is less ruthless than London in that the old examination, consisting of two papers only with traditional regional coverage, remains in currency as syllabus A. Perhaps the panel will make revision in a direction similar to London paper three in time.

For over a decade Cambridge Local have offered a choice of either a systematic paper covering population, settlement, and natural resources as paper three, or the long-established regional study of two subcontinents as paper two. For many years the present paper four has been data response in style, comprising mapwork and one or two questions from survey, weather and climatic representations, and is a forerunner to the NUJMB process of a choice of a popular alternative of a local study in close affinity with project work. Cambridge Local paper one remains a physical paper dominantly within the earth science tradition, and paper three makes no reference to the study of human geography.

The Oxford and Cambridge Board, recruiting largely from public schools, has changed little since the triumphant years of 1967-69 when it had the distinction of being the first syllabus to be descriptively revised to include a "technical and human geography" heading for its paper two. Its compulsory regional paper three is systematic in respect of its British Isles section, and thematic (urbanization, migration, resources, regionalization) in respect of the rest of the world. The syllabus statements for this paper and for the physical paper one are far less explicit than those published for paper two, and compare unfavourably with London.

The Oxford Delegacy of Local Examination is regarded as the more conservative of all boards, with the extended essay remaining almost the sole instrument of assessment. Its questions use formal style, and the three papers treat physical, human, and regional geography in a conventional manner. Statistics have been included since 1976, but somewhat as an afterthought. The question set in the last question in paper one in 1976 took as much space as all the other nine questions together. The annual report indicates that the responses to it were a technical disaster, while the other statistically orientated question set at the end of paper two was seen by an examiner as a confusion regarding the null hypothesis—as "ludicrously straightforward". The SUJB remains the only

board where two papers are described as covering the subject. A level. Consideration of the only, geography syllabus in the country. This year the first group of students will complete the course offers students a choice until the beginning of the second year when, subject to some constraints, they may be accepted for a single subject or combined subjects route. All the single subject routes are sandwich courses. Sandwich degrees are traditionally associated with vocational courses such as engineering, business studies and planning. The idea of a geography sandwich degree is new. One method recently introduced in some North American colleges is by "interstudy". For example, senior and graduate geography students at San Diego State University may opt for one semester in spend 12 unpaid hours a week working at San Diego area agencies in the planning and environmental fields. In contrast, at Lanchester Polytechnic the students spend the whole of their third year in paid professional training.

Students are placed in a wide variety of jobs. This year in the area of physical geography they include a study of river catchments for water supply and a study of quarrying techniques and management for a Welsh company. Two students are examining the use of aerial photography to identify woodland characteristics in forestry, while another is working on a hydrological project on reed beds.

Several students are involved in surveying and cartography. One is land surveying in the Middle East for a private company, another is updating maps for a publisher, and a third is applying techniques of automated cartography in the public sector, have been prevented from doing so by the financial crisis. One of the most encouraging reactions to the sandwich course is the enthusiasm of the students. Many have commented on the reduction in their placements, of the many hours spent in the previous two years in practicals and so fieldwork. In jobs related to physical geography the field survey, laboratory, cartographical and quantitative techniques which students have studied have proved especially helpful, as has the students' familiarity with using computers for data analysis.

During their year's work experience they learn to shoulder responsibility and gain confidence in themselves. Their increased willingness to enter into class discussions in their final year.

It has become abundantly clear

A sandwich degree

I. Healey and D. E. Smith explain how Lanchester Polytechnic arranges for students to experience the practical implications of their studies

Lanchester Polytechnic, in 1977, introduced the first, and only, geography sandwich degree in the country. This year the first group of students will complete the course offers students a choice until the beginning of the second year when, subject to some constraints, they may be accepted for a single subject or combined subjects route. All the single subject routes are sandwich courses.

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The moon

By Patrick Moore

Moon, Mars and Meteorites. Author out of print.
Geological Museum, London, 1977. 70p. 37pp, illus.
The Moon Book. By Bevan M. French.
Penguin Books. Harmondsworth 1977. 287pp, illus. £1.95.

These two books are of very different kinds. *Moon, Mars and Meteorites* is essentially a series of coloured pictures, well reproduced; they show the Apollo astronauts walking on the Moon's surface as well as geological samples and views of Mars taken from the various probes. Although it is a pity that only one of the Viking pictures has been included.

The text is well written, and may be followed even by a reader with no previous knowledge of the subject. Some authorities will question the dogmatic assertion that the main craters of the Moon were caused by meteoritic impacts, and it would have been as well to point out that this is still a theory rather than proved fact, but there can be no doubt that the booklet is excellent value for 70p.

enthusiasm of the students. Many have commented on the reduction in their placements, of the many hours spent in the previous two years in practicals and so fieldwork. In jobs related to physical geography the field survey, laboratory, cartographical and quantitative techniques which students have studied have proved especially helpful, as has the students' familiarity with using computers for data analysis.

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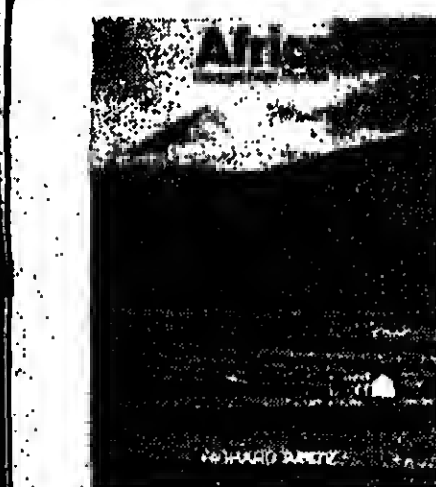
Dr Bevan M. French has the great advantage of having worked upon the Apollo lunar programmes, so that he is particularly well qualified to write about them. In this new paperback he gives a comprehensive survey of what we have found out about the Moon—its origin, its history, its surface features and its interior.

Rather naturally, he is at his best when describing the analyses of the rocks brought home by the Apollo astronauts, and this is indeed the best "popular" description I have read. Finally Dr French gives his views as to what will happen in future years. So far as space research is concerned the Moon is, after all, merely a beginning.

The style is good and clear, and again the beginner will be able to follow the entire text. The photographs are well reproduced, and the book is pleasantly firm, so that there is no fear that the book will suffer from the usual paperback deficiency—coming apart in one's hands. The price is eminently reasonable, and the text will be useful both to beginners and to those who are anxious to go more deeply into the subject. Yes, I thoroughly recommend *The Moon Book*.

During the past four years that many employers have been involved in outdated impressions of the nature of present day geography degree courses and the potential contribution that students trained in geography can make in the organization. The need in communication and to those who are engaged in contributing to solving the problems of industry and the professions must surely be one of the challenges that geographers have sadly ignored for too long.

Mr M. J. Healey is a lecturer in geography at Lanchester Polytechnic and geography admissions tutor. Dr D. E. Smith is head of the department of geography at Lanchester Polytechnic.



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Richard White

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Television and radio

BBC Series preview '78-79

By Brian Wright

Schools will now be receiving the BBC Annual Programme and secondary subject leaflets containing details of all school programmes to be broadcast in 1978/79. This short review of the main geography series may make a useful introduction and addition to the Programme.

Geography broadcasts complement, enrich and extend classroom teaching. One has only to consider current developments in the teaching of geography, with the various CSE/GCE syllabuses and compare these with planned broadcasts to realize how these are designed to match school curricula.

Take, for example, Location Britain, with its emphasis on the concept of locational analysis. This television series, suitable for CSE/O level and O grade classes, seeks to pinpoint the factors behind the growth of five geographical locations. Each programme asks the questions—Where? Why? How?

In answering these, programmes are available about the fact that location cannot always be explained away by neat geographical reasoning. The five locations (Peterhead, Merthyr Tydfil, Lymington, London Airport and Liverpool) are chosen for their regional spread and the variety of geographical principles which they illustrate. The programmes make excellent case study material.

In 1978/79, Location Britain will have three companion series aimed at the same target audience. Europe from the Air covers twelve places of high syllabus priority (Rotterdam, the Rhine, Frankfurt in the "Climate" programme, etc.). Europe from the Sea in sections making it ideal for video-recording and selective use.

Living in a Developing Country consists of five programmes filmed in Ghana but based on geographical principles relevant to most developing countries. They are especially suitable for courses on the Third World, an increasingly popular theme in secondary schools—and reports show that the series also has been used successfully with minor learners.

The concepts of distribution and aerial association will underpin the new series Japan: The Crowded Islands. The general theme of the five specially shot films will be how Japan's development has been confined, by geographical factors, to a very small proportion of the country's total land area.

In the same 13 to 16 age group but moving to radio, there is Our Changing World—a well-established weekly series. Each term of radio series is devoted to a theme. For next year, these are autumn, "Water", spring, "Europe" and summer, "Applied Geography".

The last unit should be interesting in that it will deal with the practical, as opposed to theoretical, application of statistics, for example by considering the uses that are made of United Kingdom census figures. All the programmes in Our Changing World are new and contain the most contemporary information available.

Each term, this series has a radio/television programme. The radio programme may be recorded and used in conjunction with a film-strip purchased separately from the BBC. The subjects of the 1978-79 television programmes are the Thames, the Scheldt, the Danube Canal (this is a cooperative venture with the BBC German series Der Reich für die Oberstufe), and the Highlands and Islands Development Board.

The thematic base of Our Changing World, suggests that programmes can be recorded and fitted into existing concept-based syllabuses at appropriate points. However, since most programmes have specific locations they can just as readily be used selectively within regionally based courses.

All the secondary television and radio series are accompanied by teachers' notes which contain details of programme content, suggestions for programme use and the life-land of the modern geographer—synoptic general and statistical information on the locations and themes covered, as well as contemporary maps and diagrams. The teacher's notes for the new television series on Japan will, for example, try to avoid material already available in textbooks and concentrate on current first-hand information on the filmed locations.

Our Changing World will also be accompanied by a pupil's pamphlet containing illustrative material to support the listening experience. The primary school and middle school series (Exploration, Earth and Near and Far) set out to provide for the non-specialist as well as the specialist teacher. Near and Far (television, 9.11) aims to widen children's knowledge and understanding of their own environment and to help them to compare it with the environments of people in more distant places. The series endeavours to introduce a number of simple geographical ideas and to encourage the development of skills.

In 1978/79, units in the series will include "The Street" (a topic giving simple opportunities for local studies) and "The Elements" (introducing children to some of the basic concepts of physical geography). The series will have to provide teachers' notes giving programme details, background information and suggestions on programme use. Exploration (radio, 10.12) is intended to interest children in their environments of people elsewhere in the world. The programmes provide a structure which will assist teachers in organising their classroom work in a way which will give the children a sense of variety and of logical development.

Next year the series will open with a unit called "The World of Natural Wonders of the World" (five parts). "Everest—the Highest Mountain" and "Other mountains in the world" are included in the summer unit called "Classroom Adventure" when the listening pupils will be engaged in geographical activities without having to leave their classrooms.

Exploration Earth has a radio-visual programme each term (Autumn, "The Nile", Spring, "Steel", Summer, "Geostamps" based on scenes on postage stamps reflecting the physical geography of certain countries). The series will have a pupil's pamphlet, but the teacher's notes will be enlarged to include pictures and diagrams for photocopying. Twenty-five colour frames are being added to the series' first radio-visual filmstrip to provide additional illustrations to support the sound broadcasts.

Schools in the world will find support for CSE courses in Irish Geography (radio 14.16), a series of 10 programmes recorded on location north and south of the border. Aspects of social, industrial and agricultural development throughout the island will be explored. For Secondary in spring term, 1979 Geography Studies (radio 14.17) will present live programmes on subjects taken from the Higher Alternative syllabus.

The BBC will, therefore, in 1978-79, be providing for secondary schools material relevant to concept-based and regionally-based work schemes and which will reflect new geographical methods. For primary and middle schools programmes are designed to encourage pupil activities, skill development and an awareness of the world.

Above all, broadcasts will continue to provide real life flavour, vivid illustrations, up-to-date information.

Brian Wright is an Education Officer for the School Broadcasting Council of the BBC.

Granada The Land

By Michael Williams

In 1945 the Council for Curriculum Reform published a book, *The Reform of Education*. In it one reads: "At (the) initiatory stage of entry into national heritage, youth needs to see and feel the grand variety of our physical and cultural heritage. . . . In the training of its young technicians and promising aspirants to direction, the British film industry might well arrange for some of its cameras to capture and interpret the life and work of Britain in all its regional variety."

Granada has, through *The Land*, given some considerable way in meeting this need and has demonstrated the value of geography in the social education of contemporary adolescents.

In planning the series a number of goals was specified. In the foreground was a concern to supplement what teachers were trying to teach in 14 to 16-year-old candidates for CSE and GCE O level geography exams. The particular emphasis was upon study techniques and concept development. This dynamic serial photography plays a prominent part in every one of the twenty programmes in the series.

To explain physical and human landscape features, diagrams and maps are used, capitalising on the mobility afforded by the television medium. In fact, the series moves in and out of maps and diagrams. By confining the places selected to subjects for each programme to relatively small geographical areas, it was possible to present studies in depth, even in the space of 20 minutes. The clarity of the visual presentation, and especially the aerial sequences, evoked considerable praise from teachers throughout Britain during the three years in which the programmes have been shown.

Teachers will watch the programmes often, without the niggling of a preview, and of a disadvantage compared with their colleagues who can video or record.

ATV Take ten films

By Paul Martin

Perhaps it needs to be said that I am in no way a geographer. Like many others, I was at an early age, geography disappeared at about 14—music and history survived a little longer. So, the production of 10 films for schools television to complement the Geography for the Young School Leaver project has been personally educational—not only

produced with the advice and help of Rex Heddl, formerly co-director of the Schools Council project was first shown in this Spring term.

Two central aims, that GYSL shares with other recent educational initiatives, are an emphasis on pupil-centred material—relevant in content and language style, and an emphasis on traditional schemes. The classroom techniques of discussion and argument are promoted as methods of developing geographical ideas, and contribute to the more continuous education of the learner. The series is that one across the subject boundaries.

While there has been abundance of resource material available in the geography—maps, slides, tapes, films—and probably a willingness to use such material more than in many subject disciplines, much of the film and television contribution seems to have been in one fairly narrow area of direct teaching. Such material, although undoubtedly valuable, often seems to rely on a fairly high level of knowledge by the pupil and to be phrased in a language that requires the understanding and insights of a skilled geographer rather than a naive pupil.

In geographical terms, teachers' experiences are often that such programmes are at their most useful as a summary to an area of study, to reinforce particular instructional objectives.

"Work" had very different objectives in mind. Our target audience was similar to that of GYSL, being pupils of an average or below-average ability. The problems faced by teachers with such pupils often seem to be concerned not so much with ability but the more basic areas of motivation; "below-average ability" may well say naive about achievement and the pupil's dissatisfaction with school than about ability.

It may be that this pupil has the most difficulty in the classroom—although not outside of expressing opinions and making personal contributions from his own experiences in the company of his peers. Work had as its main aim to

programmes and choose to show selected extracts and repeat them easily and quickly to suit their needs.

By carefully editing extracts from programmes some teachers have made their own sequences and added their own commentaries. Others have referred to the support of the programme, have given for field work and still others have supplemented the broadcasts with their own slides and worksheet materials.

Favourable reports from teachers about programmes focusing on their own local areas have been particularly encouraging. The flexibility of the school television medium is one of its most valuable assets.

Conceptually, the series has thrown light on fund-use competition on the small island of Britain. An area of preview, and of a disadvantage compared with their colleagues who can video or record.

Michael Williams is editor of the Granada TV series "The Land".

Believing that environmental appreciation is heightened by understanding of the forces of change which have produced physical features in landscapes, the series has produced a number of programmes which have given teachers a new perspective on the physical geography.

This brought nostalgic images from teachers working in areas where exam boards have emphasised de-emphasised physical geography in their syllabus.

In portraying the powerful forces of physical and human geography, the series has sought to redress the balance of the curriculum, which has been seriously threatened in recent years.

Some other features of the programme seem important. They are the form of stories—geographical facts—being followed by the teachers' booklets for the series. The teachers' booklets for the series are not taken directly from the programme, but from time to time they are updated.

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Planning the mountainous landscape on television for 'The Land'.

SECONDARY
County Councils
continued from page 28

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school which is to open in
September, 1978, with a total
of 100 pupils.

The main responsibility will
be for the curriculum,
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Education Officer, Office
of Education, White Hall,
Llandudno.

THURRO
COUNTY COUNCIL
11, Eight form entry
This is a new four-form
school which is to open in
September, 1978, with a total
of 100 pupils.

The main responsibility will
be for the curriculum,
teaching, and the management
of the school. The school will
be a day school, and will
be a co-educational school.

Application forms and
information leaflets are
available from the
Education Officer, Office
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THURRO
COUNTY COUNCIL
11, Eight form entry
This is a new four-form
school which is to open in
September, 1978, with a total
of 100 pupils.

Remedial Posts

Other Posts on
Scale 2 and above

BRADFORD
COUNTY COUNCIL
ST. JOHN'S HUMAN SCHOOL
This is a new four-form
school which is to open in
September, 1978, with a total
of 100 pupils.

The main responsibility will
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teaching, and the management
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be a co-educational school.

BUCKINGHAMSHIRE
COUNTY COUNCIL
HUNTERS HILL SCHOOL
This is a new four-form
school which is to open in
September, 1978, with a total
of 100 pupils.

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be for the curriculum,
teaching, and the management
of the school. The school will
be a day school, and will
be a co-educational school.

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information leaflets are
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of Education, White Hall,
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be a co-educational school.

Application forms and
information leaflets are
available from the
Education Officer, Office
of Education, White Hall,
Llandudno.

CITY OF COVENTRY ASSISTANT TEACHERS

required at

Alderman Cawley School and Community College
Micheal Avenue (870 on roll)

Required September. All posts Scale 1.

1. FRENCH preferably with some Spanish.
2. EUROPEAN STUDIES preferably with some French
3. ENGLISH (3 posts).
4. HISTORY.
5. GEOGRAPHY.
6. MATHEMATICS.
7. PHYSICS preferably with some Chemistry.
8. HOME ECONOMICS preferably with some Art.
9. BOYS' PHYSICAL EDUCATION.

Barr's Hill Mixed Comprehensive School
Radford Road (835 on roll)
Formerly Barr's Grammar (115 in Sixth Form)
Required September

GIRLS' PHYSICAL EDUCATION in developing school. Two facilities
being provided. Ability to teach English to G.S.E. an advantage.
Scale 1.

Foxford Mixed Comprehensive School
Grange Road (Social Priority School) (1,700 on roll)
Required August. Experienced Assistant Teacher for temporary one-term
appointment for MODERN LANGUAGES, Scale 1.
Required September

The Hill Wood Girls' Comprehensive School
Nubbrook Avenue (1,850 on roll)
Required September. Assistant Teacher in outdoor pursuit work
with ability to coach athletics preferred. Department allows G.S.E.
Scale 1.

1. PHYSICS to 'O' level and Combined Science in lower school.
Possibility of 'A' level work for suitably qualified candidates.
Scale 1.
2. PHYSICAL EDUCATION, special interest in Tennis and Hockey.
Scale 1.

Whitley Abbey Mixed Comprehensive School
Abbey Road (1,800 on roll)
1. Required Senior Term only, experienced Assistant Teacher for
BOYS' PHYSICAL EDUCATION. Specialist in outdoor pursuit work
with ability to coach athletics preferred. Department allows G.S.E.
Scale 1.
2. Required beginning of Summer or Autumn Term. HOME ECONOMICS
teacher to share in work of a department of six to teach
Home Economics and Foodwork. G.S.E. 'O' and 'A' level
Scale 1.

Woodlands Boys' Comprehensive School
Abbey Road (1,820 on roll)
Required September or Easter 1979 possible
1. GEOGRAPHY, Scale 1. Up to 'O' and 'A' level. School Council
14-16 Geography Project as G.S.E. and 'O' level. Newly qualified
candidates encouraged to apply.
2. PHYSICS to at least 'O' level. Scale 2 available to suitable
experience and qualifications, although newly qualified candidates
may apply for a Scale 1 post.
3. MUSIC—musical department of three full-time and several
part-time teachers. Strong instrumental traditions. Scale 1.

Cardinal Woollam R.C. Girls' Comprehensive School
Potters Green Road (Social Priority School)
(1,890 on roll)
Required September
SCIENCE—General Science to G.S.E. level. Chemistry and/or
Physics to 'O' level a desirable advantage. Scale 1.
Apply to the Clerk of the Governors, c/o the school.

City of Coventry School
Cleobury Mortimer, near Kidderminster, Worcs
Nursing school for 180 boys (11-16) with a Field Study Unit of 30
mixed children attached.
Required August
METALWORK and TECHNICAL DRAWING up to 'O' level and
G.S.E. standard. Resident post. Scale 2 may be offered to candidate
with suitable experience.
Further particulars can be obtained from the Headmaster at the
school.

Barr's Hill Mixed Comprehensive School
Radford Road (835 on roll)
Formerly Barr's Grammar (115 in Sixth Form)
Required Autumn Term
MATHEMATICS up to C.S.E. and 'O' level in well-established department.
Scale 1.

Stoke Park Mixed Comprehensive
Dene Road (950 on roll)
Formerly Stoke Park Grammar. Comprehensive six-form entry in first
four years by September, 1980
Required Autumn Term
1. MATHEMATICS and some Science. Scale 1.
2. PHYSICAL EDUCATION, throughout the school, it possible to
'A' level, Scale 1.

President Kennedy Mixed Comprehensive School
Rookery Lane (1,570 on roll)
Required August or Autumn Term
1. SCIENCE, to be responsible for a General Science course based
on the current to share in the teaching of Physics to G.S.E. and
'O' level, Scale 1.
2. CHEMISTRY up to 10-16 with a possibility of some Sixth-Form
work for a suitable candidate to share in the teaching of
Combined Science in first two years. Scale 1.

3. ENGLISH—throughout the school up to and including 'A' level.
Scale 2 available for suitably experienced candidate.
4. PHYSICAL EDUCATION—specialist to assist in the girls' department
to teach all aspects of the subject. An interest in swimming
would be an advantage. Scale 1.

Ernestford Grange School and Community College
Princesporth Way (Social Priority School) (1,310 on roll)
Required Autumn Term
1. PHYSICS to 'O' and 'A' level work available.
2. ENGLISH, Scale 1; experience in journalism/magazine work useful.

Blus Coal C.E. Mixed Comprehensive School
Terry Road (970 on roll)
Six-form entry (11-16)
Required August
MATHEMATICS, Scale 1. B.M.P. in last five years to G.S.E. and
'O' level. Mode 3 C.S.E. course also in operation. Traditional
'O' level.

Cardinal Newman R.C. Mixed Comprehensive School
(1,440 on roll)
Required August Term
1. MATHEMATICS, possibility of 'O' and 'A' level work, Scale 1.
2. ENGLISH, up to 'O' level, Scale 1.
3. PHYSICS, French and Spanish preferred, Scale 1.
Closing date 10 days after appearance of advertisement. Candidates
qualifying.

Apply by 10.00 a.m. on 24th March 1978, (qualified candidates only) with names
and addresses of two referees (names and addresses of two referees
qualifying to confirm). Teachers at the school will be notified of successful
candidates.

BEXLEY LONDON BOROUGH

Bexleyheath School (Roll 182) Group 12
Graham Road, Bexleyheath, Kent
Tel. No.: 01-303 5896

Headteacher: Mr. R. H. Derbyshire

DEPUTY HEADTEACHER

Applications are invited for the post of Deputy Head-
teacher. The present holder will be retiring in
August, 1978. The successful candidate will be required
to take an active part, with the senior management team,
in the smooth running of this large school. Specific duties
will be allocated according to the particular talents of
the candidate.

L.A.A. £297. Assistance with removal expenses, legal fees
and disturbance allowances can be considered.

Further details and application forms available from:
Chief Education Officer for Schools (77) Town Hall,
Croydon, Kent and returnable to the School within 14
days of this advertisement. A s.c. (foolproof) should be
sent with the request for an application form.

HONEYWELL SCHOOL

Honeywell Lane, BARNLEY
HEADTEACHER: T. E. JONES, B.A.

DEPUTY HEADTEACHER GROUP 9

Applications are invited from teachers with suit-
able qualifications and experience for the post
of deputy head in this mixed comprehensive
school for 700-750 pupils aged 11 to 16 years.
The successful candidate will have a major
responsibility for the timetables and school ad-
ministration will be expected from the successful
candidate.

[illegible]

CITY OF LIVERPOOL
PAZAKERLEY MIXED

Shorwood's Lamp, Ltd.
1111 1111
Requires for September
**ASSISTANT for THEIR
STUDIES.** Scale 1. All
degrees in the engineering
to examination level, has
ent in Senior Maintenance
Integrated staff in the
school an advantage.
Application forms obtain
from J.E.A.T. and obtain
by April 1, 1978. to
Headmaster, 1978.
669(1).

DEPARTMENT
 required for September
 earlier if possible for the
 form mixed voluntary addi-
 tory school, two, H'ALH

NEWHAM
(London Borough of)
WOODSIDE SCHOOL,
Woodside Road, London E11
11N; 081. Co-ordinators:
Headteacher: Mr. F. Jones
Required for September, 1981
A TEACHER of EXHIBITION
ARTS

ment. The teaching provides the necessary application associated with Maintenance work, and Technical Drawings would be an additional interest in building.

WST SUSSEX
WFO. SUSSEX AREA

(12 to 14) Comprehensive
for 1,300 boys and girls in
rural surroundings.
Required. Play or No

Technical Drawing with
work or other, read in it
"O" level. All train
School taught in inst
Options system in upper
Possibility of assist
housing.
and drinks fr
Teacher on receipt of 9.4

W DIVISION

TEACHER
High School, Paisley

present roll is 1,124

not required to re-apply.
are available from the
Regional Offices, Pa
041 889 5454). Compl
by Monday, April 3, 1
Director of Education

SECONDARY
Technical Studies

WEST SUSSEX
MID-SUSSEX AREA
ST. PATRICK'S SCHOOL
Catholic, Horsham, Sussex
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, St. Patrick's School, Horsham, Sussex. Closing date 15th April 1978.

Other than by Subject
ClassificationOther Posts on
Scale 2 and above

KENT
EDUCATION DEPARTMENT
THAMES DIVISION
CHATHAM HOUSE HUMANITARIAN
SCHOOL
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, Chatham House Humanitarian School, Chatham, Kent. Closing date 15th April 1978.

NEWMARKET
EDUCATION DEPARTMENT
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, Newmarket Education Department, Newmarket, Essex. Closing date 15th April 1978.

ROTHAMPTON
EDUCATION DEPARTMENT
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, Rothampton Education Department, Rothampton, Gloucestershire. Closing date 15th April 1978.

CITY OF SALFORD
EDUCATION DEPARTMENT
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, City of Salford Education Department, Salford, Greater Manchester. Closing date 15th April 1978.

WILTSHIRE
EDUCATION DEPARTMENT
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, Wiltshire Education Department, Wiltshire. Closing date 15th April 1978.

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EDUCATION DEPARTMENT
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, Wiltshire Education Department, Wiltshire. Closing date 15th April 1978.

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Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, Wiltshire Education Department, Wiltshire. Closing date 15th April 1978.

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EDUCATION DEPARTMENT
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Sixth Form and
Tertiary Colleges

Headships

NORFOLK
EDUCATION DEPARTMENT
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, Norfolk Education Department, Norfolk. Closing date 15th April 1978.

Other Posts on
Scale 2 and above

SOUTH GLAMORGAN
EDUCATION DEPARTMENT
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, South Glamorgan Education Department, South Glamorgan. Closing date 15th April 1978.

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EDUCATION DEPARTMENT
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, South Glamorgan Education Department, South Glamorgan. Closing date 15th April 1978.

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EDUCATION DEPARTMENT
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, South Glamorgan Education Department, South Glamorgan. Closing date 15th April 1978.

SOUTH GLAMORGAN
EDUCATION DEPARTMENT
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, South Glamorgan Education Department, South Glamorgan. Closing date 15th April 1978.

SOUTH GLAMORGAN
EDUCATION DEPARTMENT
Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, South Glamorgan Education Department, South Glamorgan. Closing date 15th April 1978.

CAREERS

How careers guidance is developing to meet the changing needs of society is the theme of the Careers Extra in The Times Educational Supplement next week.

Twelve pages of articles discuss the many ways in which school leavers are being helped to find their feet in the world of work.

The dialogue between careers advisers and employers is gaining impetus and signalling a more positive approach to an urgent national problem.

Three Spires ESN(M) School
Kingsbury Road, Coventry

Applications are invited from suitably qualified and experienced teachers for the post of

Head Teacher

at this well-established Group 8(S) School for 200 pupils aged 3-16 years. The school moved to new, purpose-designed premises in 1976. Canvassing disqualifies.

Application form and further particulars from Director of Education, Council Offices, Earl Street, Coventry CV1 5RN, telephone 0203 25555. Ext. 2445, to be returned by 7 April 1978.

Robert Burns ESN(S) School, Group 4S
Barn Road

Applications are invited from suitably qualified and experienced teachers for the post of

Head Teacher

which becomes vacant from September on the retirement of the present post holder. Canvassing disqualifies.

Application forms and further particulars from Director of Education, Council Offices, Earl Street, Coventry CV1 5RN, telephone 0203 25555, extension 2445, to be returned by April 7, 1978.



HUMBERSIDE COUNTY COUNCIL

Education Department
Required for September, 1978

HEAD
of
Carnforth ESN (M) School

Carnforth Crescent, Grimsby
Group 7 (S) N.O.R. 179 age range 5-16

The school caters for educationally sub-normal children and has an Assessment Unit.

Further particulars and application forms may be obtained from the Director of Education (H.S. Schools), County Hall, Beverley, Humberside (0482 887131, ext. 44) or when completed forms should be returned not later than the 3rd April, 1978.

HUMBERSIDE COUNTY COUNCIL

Education Department

HEAD
for
Kings' Mill Special E.S.N.(S) School

Victoria Road, Driffield, North Humberside
Age Range 5-16
N.O.R. 68

This school has a new nursery unit for up to five children. Residential accommodation for up to 24 children is available and an additional allowance is made for this responsibility.

Application forms and further details may be obtained from the Director of Education (H.S. Schools), County Hall, Beverley, Humberside (0482 887131, ext. 44) or when completed forms should be returned not later than April 1978.

SPECIAL EDUCATION
Headships
continued

SEFTON

Headship vacant from September 1978. The school is a voluntary aided school with 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, Sefton Education Department, Sefton. Closing date 15th April 1978.

Deputy Headships
Senior Masters/
Mistresses

DONCASTER

METROPOLITAN BOROUGH
COUNCIL

EDUCATION DEPARTMENT

HEADSHIP VACANT

at this well-established school for 100 pupils. The headmaster is a member of the National Association of Catholic Schoolmasters. Applications should be sent to the Headmaster, Metropolitan Borough Council, Doncaster. Closing date 15th April 1978.

HEADSHIP VACANT

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THE HESLEY GROUP OF SCHOOLS

requires for September 1978 at
WILSIC HALL SCHOOL
Wadworth, Nr. Doncaster, A. Yorks.

QUALIFIED TEACHER
to specialize in Remedial Education

This appointment is to complete the team of teachers in this recently opened Independent Special School for Maladjusted Boys. As well as play a full part in general academic and social education the person appointed will be expected to take a lead in organizing and teaching remedial work throughout the school both on an individual and small group basis. Salary payable is Barnham Scale 115 plus Ex-gratia. Duties allowance of £820 p.a. Application forms and further particulars from: The Director, Wilsic Hall School, Wadworth, Nr. Doncaster, South Yorks. DN11 9AG.

Buckinghamshire
Aylesbury Vale Division

Special School
for Maladjusted Pupils, Aylesbury

Appointment of
Headteacher

Applications are invited for the Headship of this new day special school, near Winterton Drive, Aylesbury, for up to 85 pupils within the age range 5 to 16. The successful applicant will need insight into the needs of emotionally disturbed children; some formal training and experience in behavioural analysis and problem-orientated treatment schedules an advantage. Close working arrangements envisaged with educational psychologists and support agencies. Group 5 (S) Headteacher salary payable. This is a re-advertisement and applications already submitted will be considered. Removal expenses up to £150 payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation. Application form and further particulars (S.A.E.1 from Divisional Education Officer, Exchange Street, Aylesbury, HP20 1UH. Closing date 7th April.

THORNTOUN SCHOOL
KILMARNOCK, STRATHCLYDE
TEACHER

Scottish Teacher's Salary Scale 1
Plus Special Schools Allowance
Plus up to 5 hrs. per week E.D.A.

Required as soon as possible an experienced Secondary Teacher offering one or more of English, Art and Craft, Mathematics, Geography, Science. This demanding yet exciting work involves pupils on a team of seven teachers and eleven residential staff working with maladjusted teenagers. Small classes with ample opportunities to use imagination and initiative. The successful candidate will have a wide range of experience and qualifications. Salary must be commensurate with help disturbed children. Thornetoun is a Christian based organization and applicants will be expected to share these values. A residential setting. Accommodation available at a rental for single and married applicants. Applications to: Miss A. A. Massey, 22 Drumcraigh Gardens, Edinburgh, Tel: 031-226 5241. Enquiries: Mr. J. Scott, Principal, Tel: Kilmarnock 27227.

SPECIAL SCHOOLS
DEPUTY
HEADSHIPS

REQUIRED FOR SEPTEMBER, 1978

CHANNY SCHOOL (Group 4S)
Falling Lane, Viersley, West Drayton
Head Teacher: Mrs. L. G. Mills
Day maladjusted school of 50 places catering for pupils of secondary school age.
MEADOW SCHOOL (Group 7S)
Rygel Lane, Hillingdon, Middx.
Head Teacher: K. H. Everett
Day ESN(M) school of 150 places catering for pupils of 5-16 years.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (telephone Uxbridge 58111, Ext. 346/9), to whom they should be returned as soon as possible and not later than 7th April, 1978. London Allowance payable.

LONDON BOROUGH OF
HILLINGDON
75% removal expenses and some assistance with temporary accommodation in appropriate cases.



SCHOOL OF ENGLISH STUDIES ENGLISH VACATION SCHOOL 26 Grimston Gardens, Folkestone, Kent

EFL TUTORS

If you are a qualified and experienced tutor of English as a Foreign Language and are free in both July and August (June 26 to August 25) you may be interested in applying for a place on the staff of the above schools. Both are recognised and long-established. Please send a short outline of your career so far, and we will send you information on the Summer Term and courses, including conditions, salaries and application forms. There may be places on the permanent staff in the autumn in Folkestone, with opportunities to participate in contract courses in Germany.

EFL TEACHERS

Applications are invited from qualified and experienced teachers of English as a Foreign Language for full time posts from May/June. Experience in ESP or Cambridge Examination work would be an advantage.

Apply in writing with full curriculum vitae to The Director of Studies, St. Giles School of English, 18 Cromwell Road, HOVE, Sussex, BN3 3EW.

"Initiation to EFL Methodology"

30 May-2 June 1978

A four-day course intended for teachers wishing to enter EFL or to work on Summer Schools. Fees: £53, covering tuition and family accommodation. Write for details to:

The Centre Secretary,
Centre for English Studies,
Bletchington Park,
Oxford

EFL SUMMER COURSE DIRECTORS AND TEACHERS

Small organisation concerned with residential English language/holiday courses for overseas children 8-18 require qualified staff for one month, July-August in Public School Centres in Kent.

Directors should have relevant teaching, organisational and residential experience at Headmaster, Housemaster or Head of Dept. level, wide cultural and sporting sympathies; especially for very hard work, independent thought and varied responsibility. Age 34 plus.

Directors of Studies and Teachers should be active teachers of at least two years experience in EFL. Motivate Languages or English. Hard working, intelligent extroverts with wide cultural/musical/sporting skills and interests. Residential experience a help. Age 23 plus.

Courses dates: July 16-August 4, July 22-August 18, July 29-August 15. Salaries: £6,000 (plus £1,000 bonus) for Directors; £3,000 for Teachers. Applications should be supported by: 1. Curriculum vitae, by an outline of your career, 2. References, 3. Details of previous EFL work. Application forms will follow on request. Interviews by telephone. Appointment dates: 1. 14th April, 2. 15th April, 3. 16th April. Applications (B) to: Bletchington Park, Oxford, OX2 0EL.

ANCILLARY SERVICES continued

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OUTDOOR PURSUITS CENTRE

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WALTHAM FOREST EDUCATION COMMITTEE

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TEACHER OF ENGLISH IN A FOREIGN LANGUAGE

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Candleford to Cottesloe

Heather Neill at a rehearsal of 'Lark Rise' at the National Theatre

Lark Rise is the kind of book about which people are apt to feel proprietorial. It is as if they alone have come to know the author, Flora Thompson, and sympathise with her inclusion of unpretentious descriptions of life in a North Oxfordshire hamlet in the 1880s. This is not a consciously "artistic" book: vivid recollections are allowed to speak for themselves, though the telling of them is deceptively simple. For Flora Thompson is a consummate story-teller, effacing herself while being thoroughly involved in the narrative. "Lark Rise" is an invented character, but the reader never forgets that she is one and the same as Flora, an objective but first-hand witness. Lark Rise is not merely nostalgic, meant to wince with folkiness the dulled palates of machine-age, mass-culture consumers. When she wrote her book in 1939, Flora was simply recording what she remembered—a way of life that was past.



The scything scene from 'Lark Rise' in rehearsal.

For better or worse, Lark Rise has become an examination text. It is also the basis of a play due to open next week at the National Theatre (Cottesloe, March 29, previews tomorrow, Monday and Tuesday). But why turn something so straightforward, as unlike a play in form, into a play at all? Bill Bryden, the director, whose idea it was, says that he is interested in the process of making texts which are not immediately dramatic work as theatre. He clearly also believes that the book has something to say which he would like to express in his own medium.

While preparing for the production Bill Bryden and his fellow director, Sebastian Graham-Jones, visited Jennifer Hill (fictionalized by Flora Thompson as Lark Rise) and the experience confirmed his own determination, for where there had once been a community, struggling against poverty, but with its own customs and values, songs and games, now there was no community feeling at all, just the universal culture of pop songs and movies. While it is easy to write off this point of view as sentimental (and particular community also showed inadequate education, individualism and social for all girls over the age of 11) it must be admitted that something has been lost that we can learn from, something that is worth recording and celebrating. The irony is that professionals now have to be brought in to do it for us. Martin Carthy is a skilled and knowledgeable singer and David Busby would have been the most popular douser in any county. Keith Dewhurst has shown a remarkable combination of respect and freedom in adapting the original. While the book's narrative is spread over most of a decade,

he has chosen to take one day in harvest time, and by using only dialogue and reported speech from the book (though speeches are sometimes given to other characters), he has woven a new work which is true to the spirit, and, as often as possible, the letter, of the original. This is a good start (though I suppose one has to admit doubts for the less able student who is having trouble getting the events into order) but what of the interpretation? From what I saw of a day's rehearsal, the prognostications are good. Bill Bryden has chosen to make this a promenade performance, which means that the audience move from one acting area to another as things happen, and, with any luck, will feel part of the community, physically close to the villagers and even welcome to join in their games. The actors are as unglorified as the book, and the general impression one gets is of a company working together (as many of them did on *The Passion* last year) with genuine enthusiasm to bring to life a dead or dying folk culture without being patronisingly "folky". Laura is played by 18-year-old Caroline Embury, who looks much younger, is fresh, quiet, surprised, one feels, to be there. Among the others, Michael Gough springs to mind simply because his playing of the removal of the old miller to the workhouse had no near in tears every time he did it—which was three times in fairly quick succession—and Warren Clarke, for his restraint. Whenever he is not "on" Mr

Clarke is a Bottom-character, playing everything from yokel to Elvis, but he manages to channel all his energy into being Basher, King of the Mowers, pretty convincingly. According to Flora Thompson, there was little instrumental music in the village until a small boy became popular for playing the melodeon. In the National version, music plays a vital part. Shirley Collins and Martin Carthy join the Albion Band for rousing sequences and gentle hymn tunes and there are all kinds of traditional folk songs, from melancholy to comic, sometimes unaccompanied. For those who get hooked on the Albion Band's sound their new record is called *Rise Up Like the Sun* and their guests include Martin Carthy. At one point, Peter Hall walked in, looking for all the world like a ship's captain, except that he is a general impression one gets is of a company working together (as many of them did on *The Passion* last year) with genuine enthusiasm to bring to life a dead or dying folk culture without being patronisingly "folky". Laura is played by 18-year-old Caroline Embury, who looks much younger, is fresh, quiet, surprised, one feels, to be there. Among the others, Michael Gough springs to mind simply because his playing of the removal of the old miller to the workhouse had no near in tears every time he did it—which was three times in fairly quick succession—and Warren Clarke, for his restraint. Whenever he is not "on" Mr

Romantic liberties

Patrick Carnegie at Covent Garden and the Coliseum

The main thing, no doubt, is that Mozart's *Idomeneo* has at length arrived at Covent Garden: its first performance by the Royal Opera came a mere 197 years after the premiere at Munich in 1781. In the event, however, it was sadly ironic that a concert performance would have been preferable to Götze Friedrich's staging with settings by Stephanos Lazaridis of all-time glissandos and heaving choruses. It is the nature of *Idomeneo*, as of *Elektra* (the outstanding Covent Garden success in Anthony Beech's production), that the action, compared with that of, say, *Figaro*, is relatively static. Yet this doesn't mean that the set itself needs to be kept snarlingly on the move any more than the singers do. Blocks of peculiarly steep steps are trundled around into ever new configurations, as often as not strumming terrified singers at the up wondering how they're ever going to get down.

It is easy to mock; better to ask why. If *Idomeneo*'s captivity must be driven home by a curtain of spears, the weapons should have been collected with a troop of indifferently clad soldiers before the vulnerable young lady had finished her exquisite lament: the closing bars were completely ruined by the obtusely queer parade. Similar observations might be made of the crew of Idomeneo's boat. Their virility needn't have taken quite such a beating in the shipwreck, nor used Idomeneo have survived so superbly intact, in order to win the slender point that money must suffer playfully if princes are to be allowed the luxury of sheerly mental anguish.

One was either an angel or barred by the stinging as to long for something shocking to happen, must be shocked by the Polonius-like Idomeneo (sung wonderfully well with sufficient fire by Stuart Burrows) leap into the sea through the gulping mouth of a high-diving-board totter, or for Elektra to cover the stage with veridical gasepsis. In justly decent haste to have done, Idomeneo's last end up lying on top of one another in the execution.

... and overreached capacities

Michael Trend

Two recent productions show how important it is for student opera groups to choose well what they perform. At the Oxford Polytechnic the University of Oxford Chorus gave the premiere of *The Lark Rise* from the Oxford Polytechnic, by John Goss. The chorus, which is conducted by Anne Miller, excelled in the first scene, in which the chorus follows a folk song from County Durham about Sir John Lambton, heir in the manner, whose improvident behaviour brings ruin to the village in the shape of a dragon. The score is in a vigorous, almost modern style and with strikingly dramatic characterisation, though perhaps here and there somewhat self-consciously academic. Richard Lloyd Morgan acted and sang admirably as Sir John, and was by and large well supported. Meanwhile back in London Morley College Opera chose Verdi's *Il trovatore*. The best that can be said for this choice is that there are a fair number of parts and that as it was also double-cast many young singers were able to take a

Reason and imagination

Michael Young reviews William Blake at Tate Gallery

Blake felt deeply that the early illustrations for the *Songs of Innocence and Experience* in those for Milton's *Paradise Lost*, Blake never strayed far from his specially evolved vocabulary which disregarded the logical arrangement of space. By using an elevated style, dramatic gesture and precise delineation he was able to convey the haunting visions of his imagination. Generally colour played a subordinate role, but not always. In plate 17 of *Urizen*, red and black are used with verve for "a round globe of blood Trembling upon the Void", totally expressive of the horror Blake felt in his account of the Creation myth interwoven with the Fall of Man.

Blake's greatest achievements. The title page from *Urizen* and the delicate pages from the *Songs of Innocence and Experience* call to mind the gem-like quality of medieval manuscripts. In these works he achieved a synthesis between lettering illustration and design that was almost certainly unique in the history of printing. And yet there was a conflict in his books as he tried to resolve the struggle between reason and imagination while evoking the permanence of the eternal world over and above the world of empirical reality.

Martin Butlin's catalogue is a scholarly work leading the reader clearly through Blake's rich store of metaphor. It's well worth obtaining a copy even if you cannot make it to the London or the later Manchester showings.

Right: Christ in the sepulchre, sketched by Blake (c.1805).

Open University

Urban emphasis

The Open University's new third-level course on "Education and the urban environment" explores such controversial and topical subjects as race and the urban child, multiple deprivation in the inner city, education and work, and participation in educational government. And the accompanying television programmes, transmitted on BBC 2 at roughly monthly intervals, should repay the attention of eavesdropping viewers. If not with the early-morning transmissions (Tuesdays, 07.30), at least with the Saturday lunchtime repeats.

The first programme, shown last Wednesday, illustrates patterns of urban development through a study of the changes wrought by the blitz and subsequent economic and social forces, upon dockland and surrounding areas of Tower Hamlets. The concern is not with education as such, but with the social conditions, impinging upon schools and their pupils—the "cultural dislocation" resulting from a change of pace so fast that people could not keep up.

Through visual evidence and interviews—concentrating on articulate local experts rather than typical residents, apart from one dockworker—the programme offers a solid analysis of the worst problems, together with a valuable historical context. It neatly illustrates the area's experience of "ethnic succession" as successive waves of immigrants replace earlier groups.

Later promising programmes include studies of the racial situation in Atlanta (*Too Close to Home*), repeated Saturday, April 22; youth employment schemes in Middlesbrough (repeated, Saturday, July 22) and a multi-cultural educational project in Toronto (*We're All Immigrants Here*, Saturday, August 19).

Meanwhile, the accompanying radio programmes include contributions by Gerry Fowler, MP, and Geoffrey Holland about youth employment (Thursday, May 25, 18.05, Radio 3 VHF) and several programmes by veteran producer Charles Parker.

Christopher Griffin-Bell

Theatre and education

Bard at Tring

Elbowed into 1978 by the pressure of mock examinations, Tring school's production of Shakespeare's little-known last play managed nevertheless to achieve a jubilee atmosphere. From the velvet-scarfed richness of the tickets to the brilliant last scene when the gorgeously coloured "cast of thousands" made their final bow, everything was of epic proportions.

The play, which is not one of Shakespeare's greatest, managed to hold the full house attentive throughout its three and a half hours, providing with the drama a Tudor dance to robust music of the period, in the course of which a coquettishly coquettish Anne Bullen captivated the King. Nor did this ambitious team balk at the difficult vision scene of Katherine of Aragon wild, despite the problems of the stage, was sweet and airy.

We were also presented with some nicely murky crowd scenes where peasant children (and dogs) swarmed in realistically dirty tunics and holed kilts—though the boys' feet were perhaps a little clean for the part.

Even the good King himself benefited from the prodigality of the production. Since two actresses had proved of equal excellence, he boasted not one but two Katharines of Aragon, taking the part on alternate performances and coming together for the final curtain.

Francesca Ockenok

Oedipus Tyrannus

Anthony Masters

Simple staging and small casts epitomise Greek drama as well as Shakespeare. The RSC's studio *Anticlerical* sets a happy precedent—and, short-comings apart, last week's *Oedipus Tyrannus* at King's College London proved the idea can take elsewhere. Plain drapes and basic lighting, not to mention an unadorned modern proscenium, place heavy demands on the skill of a leading actor and chorus, here numbering only four.

Craig Crasbie's unashamedly literary *Oedipus* owes a debt to the Greek Art Theatre near Bedford, or the Old Vic. Mr Crasbie has an expressive face and commands a more than adequate variety of vocal inflection and gesture. His performance did not lack good moments: a sudden automatic lapse into child-like dependence on Jocasta; or his realization that the blind seer might, after all, have vision. It was said, though, that this partial account of the play and its production offered little lead to follow. He promises new needs, and deserves, strong professional direction.

Terry Walsh, the chorus leader and producer, had rehearsed the company painstakingly (with one exception: the prompter needs to

Bitter truth

Castro Studio, Birmingham.

If teachers actually become parodies of their most cliché selves, what is a playwright to do but show that situation nakedly? The daily life of a school is not often rescued by huge dramatic events and only a bad writer would resort to such events in order to float his own play more effectively.

Vince Foxall, himself an ex-teacher, has told some bitter truth as he sees it—and who will gainsay him? He shows us four teachers whose world is like tickertape and whose motivation is personal survival.

We see only one pupil, a teenage boy who distractedly yields an eye and repeats fragments of teachers' phrases to himself, as if examining them for wisdom and warmth. Aply, therefore, his name is just KID. A remarkable performance by Peter Biddle makes this character both particular and a sign.

Bergman's whodunit

The Serpent's Egg. By Ingmar Bergman. Translated by Alan Blair. Marion Boyer's £4.95. 1974 263 p.

The scripts of most of Bergman's more recent films have been published promptly in English. In one form or another: usually a "reading" version of the dramatic content, but sometimes in the form of a narrative chapter which, apparently first gives his subjects before their final cinematic shape emerges. *The Serpent's Egg*, his latest film, is given in script form. There are many divergences between the script and the final film, partly no doubt because this version is translated from an earlier

Swedish publication while the film itself was made in English. Just to read it is fascinating, for it is a whodunit in the truest sense of the word, set in Berlin at the time that Hitler's place in the world was taking place. Little does one know that the little comedy of the script is a far more serious and far-reaching work. Then gradually the plot and the characters are explained to the reader. The most odd addition of the script is a chapter on the making of the film, and a surprisingly accurate account of his admirers.

John Russell

Pilgrim's progress

It is a mammoth work which took the composer over 40 years to complete, to sustain such large forces in an all-pupil performance is no easy task.

The tableaux depicting scenes in the Pilgrim's journey were rung from outside the stage on high scaffolding to a gateway bisecting the platform. The feat of memorization demanded from the Pilgrim, though Doucet-Pratt, presented a great musical challenge, and his performance clearly inspired the rest of the cast with confidence. But for surges of confidence from Woodcutter's Boy, Mr and Mrs By Ends and the Three Shining Ones were outstanding. Production was by John Elford, and Martin Mary conducted with clarity and assurance. Denis Brooks

Bear of Busseto

Verdi: A Documentary Study. Compiled, edited and translated by William Weaver. Thames and Hudson £20.

This is a really a do-it-yourself study of the dramatic genius of Verdi. The Dramatic Genius of Verdi: Studies of Selected Operas. Volume 2. By Vincent Godfrey. Colloca £7.50.

The "documents" in William Weaver's handsome (if prohibitively expensive) book consists of 318 plates, 54 of which are in colour, and more than 500 extracts from Verdi's operas. Much of the material is in the "bear of Busseto" a picture of the "bear of Busseto" that is as balanced and vivid as anything could be without the music itself. One could wish, though, that the plates and texts had been planned as one continuous whole. This is a really a do-it-yourself study of the dramatic genius of Verdi. The Dramatic Genius of Verdi: Studies of Selected Operas. Volume 2. By Vincent Godfrey. Colloca £7.50.

Europe After the Rain

Directed and written by Mick Gold. Arts Council of Great Britain Colour. 16mm. 18 minutes.

Dada and Surrealism are shot through with contradictions. Not infrequently we are confronted with sublime intentions and banal results, and it is to the credit of this film that it recognizes this even flow to the material it uses. A hilarious clip from the 1968 Joan Bakewell-Marcus Dunchamp interview is an obvious example.

Despite the banals, Dada and Surrealism had their beginnings in disgust at the outrage of the First World War. The film opens with the information that by 1916 three million people had died. It closes with the deaths of Breton and Duchamp 50 years or so later. During that time disgust had given way to celebration. Today, Dunchamp, Breton and their colleagues are heroes, the three million and more are forgotten.

Unlike Cubism, the only rival art movement of this century, which grew out of a completely private, even esoteric, interest into an international force, Dada and Surrealism took issue with society from the beginning. Despite the frequently repeated statement that Dada was a revolt and chaos in its protest the film reveals just how focused it was, in Berlin or later.

Later, in Paris, we are reminded of this: "Dada is a fiasco for German infiltration". The director, Michael Clarke